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NATIONAL PARENT-TEACHER

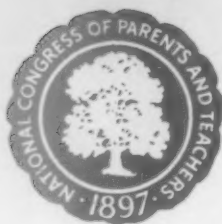
THE P. T. A. MAGAZINE



15 Cents



OFFICIAL MAGAZINE OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS



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OF THE

NATIONAL CONGRESS OF PARENTS AND TEACHERS

- ★ To promote the welfare of children and youth in home, school, church, and community.
- ★ To raise the standards of home life.
- ★ To secure adequate laws for the care and protection of children and youth.
- ★ To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.
- ★ To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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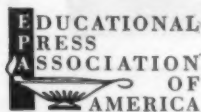
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Long shut off from the free intellectual market places of the world, German youth today turns eagerly to books from America for an undistorted picture of democracy in education. Here five young men of the Paedagogische Hochschule, a 'teachers' college in the United States sector of Berlin, look over a shipment of sixty new books on philosophy and education just arrived from this country. With them is Dr. Hans Richter, director of the school. The books are the gift of the National Congress of Parents and Teachers and were presented through the CARE-UNESCO Book Program.



BUILDING ON GENEROUS LINES

WE MAKE no small plans, we of the P.T.A. At the recent meeting of the U.S. National Commission for UNESCO, in which we hold membership, it was announced that our organization has supplied one third of all the funds collected by the National Commission's sixty member organizations for aid to scientific, cultural, and educational institutions in countries over the world. Our funds were used to purchase books for teacher training colleges and for educational libraries, and with each shipment of these precious books has gone a package of National Congress publications. It is our hope that these will help the teachers in other lands to develop a successful parent-teacher-community partnership in the interest of child-centered education. By their contributions to this project our members have set in motion a warm current of fellowship in the world-wide sea of humanity.

Here at home, from state after state come notices of courses in parent-teacher education to be given this summer at colleges and universities. All are pointed toward strengthening citizenship and stressing the effectiveness of education as essential to a nation of self-governing people. Northwestern University will offer, for the fifth consecutive summer, a graduate workshop course on parent-teacher education, and the National Congress will grant scholarships to educators in seventeen states. Thus we will complete the plan to grant one such scholarship to each of our state branches in an attempt to lay the foundation for a continuing study of the philosophy and methods of the parent-teacher movement in teacher training institutions throughout the nation.

We make no small plans; moreover, we work in unity to carry them out. In each state congress a member of the board of managers—in most cases, the president—is now serving on the state committee for the Mid-century White House Conference on Children and Youth. In each state, too, local P.T.A.'s, councils, and districts are accepting responsibility for the organization of conference committees and are conducting studies to determine the conditions in their various communities that may affect, favorably or unfavorably, the emotional and spiritual growth of children.

ANOTHER great plan has to do with the recruitment of teachers. Little children need teachers—well-trained, well-paid, well-poised teachers—but there are only one fifth as many young people graduating from teachers' colleges as are needed in our elementary schools. The parent-teacher organization has been doing something about that shortage. Within the last eighteen months alone, hundreds of thousands of dollars have been contributed by local P.T.A.'s, councils, and state boards of managers for scholarships in the teacher training field. The amounts raised vary from fifty thousand dollars in each of several heavily populated states to a few hundred dollars each in sparsely populated states. But everywhere there has been an earnest endeavor to cope with the problems thrust upon our schools by the sudden increase in the child population.

No less important is the change wrought in the attitude of the public toward the elementary school teacher. Parents now declare proudly that "my son," or "my daughter," "plans to be a teacher," whereas a few years ago only the most valiant urged such a choice of profession. In thirty-four thousand parent-teacher associations over the land we have been persistently discussing the school situation and the community's responsibility for more adequate schools. Recently the National Congress published for free distribution a hundred thousand copies of a factual leaflet, *Our Schools and the Next Decade*, which was prepared by the Joint Committee of the National Education Association and the National Congress of Parents and Teachers.

The public is aroused. A new interest in our schools is everywhere manifest. The patient effort put forth by parent-teacher associations through the years has borne fruit. In the past two years a million more people have come into membership in the P.T.A. Perhaps we dare hope that it will indeed be possible "to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education"—a plan for the citizen child whose destiny can be a free world.

President, National Congress of Parents and Teachers



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**HEROLD
C. HUNT**

WHAT a joy it is to walk into a classroom and see a really good teacher in action! What a pleasure to find yourself in the midst of a class of busy youngsters working either individually or in groups on a project whose significance can at once be recognized. And as they work it becomes evident that what they are doing not only has meaning but affords them pleasure.

It is not always possible for those outside the teaching profession to enter a classroom unannounced and see just such a perfect example of good teaching. But all of us, whether we are actively engaged in teaching or are just interested in schools because our children or our neighbors'

The Teachers We Seek

IF ONLY they would stand at the door of our schools and knock! We would so gladly let them in, those artist-teachers who not only lead each child into the ways of acceptable group living but fire him with eagerness to reach the stars he learns to see through their eyes. Just how can we show them that they are more than welcome—much more?

children attend them, do have an opportunity now and then to visit our schools. We may go to witness some special program by groups or classes—one that celebrates a particular occasion or perhaps marks the end of a unit of work, a class project, or a school activity of one kind or another. Such performances often reveal no less clearly than a classroom session the teachers' real effectiveness.

Let me describe, to illustrate this point, a recent musical presentation, scheduled as part of a city-wide administrative staff meeting, with the idea that attending an outstanding school activity would lighten and add variety to the regular lecture type of session and at the same time acquaint those present with worth-while projects in schools other than their own.

Knowing that the elementary school presenting this choral feature was located in an underprivileged area, many of us were prepared to boost the morale of the pupils and their teachers by applauding generously even a mediocre performance. Then imagine our surprise when the stage curtains parted to reveal a semicircular row of girls smartly attired in crisp white blouses, dark, easy-swinging skirts, white anklets, and polished shoes. Behind the girls were an equal number of boys in dark suits with white shirts and neatly knotted, conservative ties. The teacher stood inconspicuously at the end of the front row, hardly taller than the girls. She too wore a white blouse and a dark skirt.



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After a brief pause an attractive youngster stepped forward to recount a bit of New Orleans legend which, she said, was about to be told again in song. The singing that followed was perfect in every respect, melodious, harmonious, restrained—a magnificent performance. From her position at the side of the stage, the teacher led the group gracefully and modestly. The eyes of every pupil were on her every minute. As the vigorous applause died down, another girl stepped forward to narrate the historical background of the next song. She was then joined downstage by two of her schoolmates, and the trio carried an appealing melody accompanied by the chorus behind them.

A third narrative, equally well told, preceded a center-stage appearance of an overgrown boy whose awkwardness was more than compensated for by the rich tones of his voice. He sang a difficult solo with the perfection, ease, and stage presence of a seasoned trouper. There were several other numbers, equally effective in performance and in meaning.

At the close of the meeting the hall resounded with enthusiastic comments. "What a marvelous teacher!" "How I'd love to have her in my building!" "Those children sang well because they knew what they were singing about." "She is surely a master teacher."

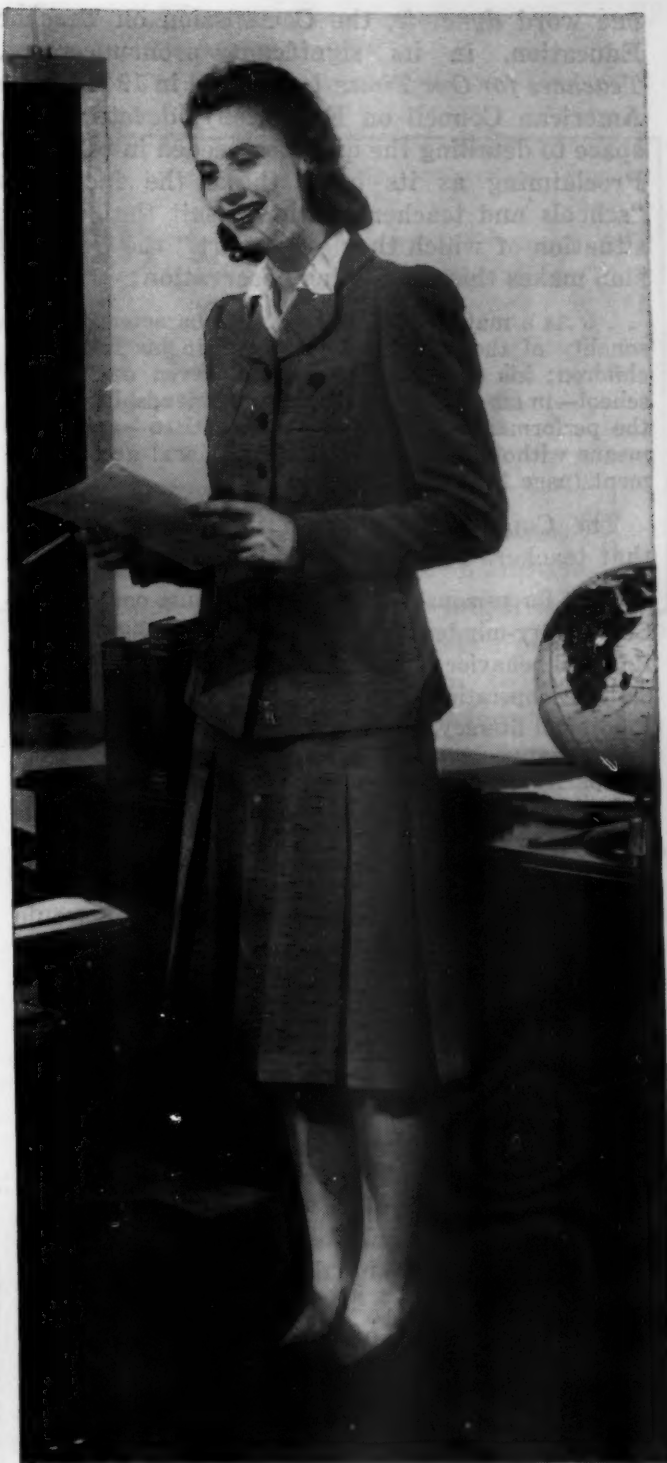
Yes, we had witnessed a good teacher in action; we had witnessed the results of good teaching. "Why can't all teachers accomplish such results?" we asked ourselves. "What qualities does she have that make her a good teacher?"

"Goodness"—Can It Be Captured?

GOOD teachers are the topic of conversation in all educational circles, at all levels. Some years ago I served as superintendent in a small suburban city school system. One of my happy privileges was the opportunity to meet regularly, for a discussion of problems of mutual concern, with a so-called "all-city student council." The smallness of the city permitted this council to be composed of student representatives from each building in the school system—one from each elementary school and two from each secondary unit. At one of the sessions the discussion turned to teachers, whereupon the members undertook to draft a list of qualifications for the ideal teacher. With characteristic youthful enthusiasm they pictured the ideal teacher as one who:

Knows how to teach
Makes the work interesting
Knows the subject taught
Enjoys his work and brings
others to enjoy it
Shows no partiality

Is fair in every way
Has a sense of humor
Is neither too strict nor
too lenient
Is thorough
Is patient



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Is not sarcastic
Remembers his own school-
days and because of
them better understands
his pupils

Is friendly both inside and
outside the classroom
Takes an active interest in
all school affairs and in
his pupils

Professors Study the Profession

IT IS not a difficult matter to translate this elementary-sounding description into more professional terms. Where the student council's list of qualifications may readily be summed up in the

one word *dynamic*, the Commission on Teacher Education, in its significant pronouncement, *Teachers for Our Times* (published in 1944 by the American Council on Education), devotes much space to detailing the qualities needed in teachers. Proclaiming as its basic thesis the fact that "schools and teachers ought to suit the cultural situation of which they are a part," the Commission makes this interesting observation:

... As a matter of fact the whole character and personality of the teacher are involved in his impact on children; his success and happiness even outside the school—in his family relationships, in friendships, and in the performance of his duties as a citizen—are by no means without influence upon professional accomplishment (page 155).

The Commission goes on to list the qualities that teachers for our times must possess:

Respect for personality	Ability to use one's knowledge to promote knowledge in others
Community-mindedness	Friendliness with children
Rational behavior	Understanding of children
Skill in cooperation	Social understanding
Emotional literacy, ability in creative expression, capacity for situational thinking	Good citizenship
Professional alertness	Skill in evaluation
	Faith in the worth of teaching

In addition to these qualities enumerated by the Commission on Teacher Education I would suggest one of practical implication, a quality that might be called *technical ability*. Having such an ability means that a teacher is able to *do* as well as to *say*, that he can work with his hands as well as with his mind. Because children are not as susceptible to talk as they are to action, the teacher who performs while he explains not only demonstrates the method and its application but arouses enthusiasm and a desire to acquire skill.

The two lists of qualities—that of the students and that of the professional educators—have many elements in common. Together they provide an effective word picture of the good teacher—a magnificent composite of philosopher, psychologist, sociologist, jurist, physician, scientist, technician, artist, counselor, and friend.

Molding the Lives of Men

IT IS evident that teaching is a fine art and that the good teacher is a true artist. From him school children learn the art of living. The teacher of the class which presented the superb musical performance described above is an artist. She is encouraging those boys and girls to recognize and appreciate the beauty and the loveliness which are a part of all existence. They are certain to benefit from her influence. As a result they will help to bring some of that beauty into their homes

and their community. They will help to realize the main purpose of our American form of education and our American way of life.

There are, of course, thousands of teachers who are good teachers. Good teachers are all around us. Until that time, however, when *all* teachers are good teachers, our schools will not be fulfilling the highest objectives that have been set up for them. How, then, do we attract good teachers?

Recruiting Is Important—and Necessary

THERE ARE teachers everywhere, but they are not all in schools or classrooms. There is still a serious teacher shortage, and it threatens to become more severe as the full impact of war-baby enrollments is felt in the schools. The classes graduating from the teachers' colleges continue to be small—too small to offset the annual loss to the profession represented by resignation, retirement, and death.

Some progress has been made in improving the salaries of teachers, but only scant progress has been made in improving their working conditions by providing modern buildings and equipment. Happily, building programs are beginning to take shape in many school districts, and within a few years this lack will have been partly remedied.

Continued improvement of salaries and working conditions will attract many to the profession, it is true. Those who are likely to become the most outstanding teachers will, however, be attracted only if the profession itself can be made appealing to them. Association with good teachers will do this. Satisfying learning experiences under the direction of master teachers are bound to secure for the profession those who have a leaning toward it.

Our attention should be centered, therefore, on the upgrading of the ranks, on the addition of more and more good teachers who will in turn influence those interested in becoming good teachers themselves. The process must be made into an ever widening circle.

Educators cannot alone pursue this program of teacher recruitment. They must rely on the assistance of the parents and the community, who can, if they will, do two important things: First, they can provide salaries that will attract good teachers and buildings that will offer them pleasant working conditions. Second, they can indicate their approval of good teaching and afford it recognition, thus heightening the morale of those already in the profession and encouraging likely candidates to choose teaching as a career.

There are indeed teachers everywhere—good teachers everywhere. Let's get them into the schools and keep them there to teach our children.

MAN AGAINST FEAR

10. When Love Casts Out Fear

FOUR freedoms there are in the historic statement so often quoted. Should one be disposed to add a fifth, it might well be, on the basis of this article's penetrating analysis, the freedom to feel. How many escape the compulsions that keep us from being as honest in our feelings as we are in our dealings? Not many, perhaps, but awareness of the pressure will help us meet the problem.

IN A world burdened with moralists and legalistic "thou shalt nots," Jesus said to his disciples, "A new commandment I give unto you, that ye love one another." Clearly the word *commandment* does not here carry its usual meaning. "Thou shalt not kill" means that if you disobey, the law will take you in hand. "Stop," says the traffic sign—and you disregard the sign at your own risk. In all such ordinary cases, the stated

BONARO W. OVERSTREET

command carries with it an unstated *or else*. But the command that "ye love one another" is not enforceable, and far from attaching or implying any *or else*, Jesus simply explained, "By this shall all men know that ye are my disciples, if ye have love one to another."

He was talking to men who had already shared great hope and hazard and who were trying to learn how best to carry forward the work to which they had all committed themselves. Helping them plot their future, Jesus reminded them that the world would judge their faith not alone by its preachments and good works but by the inner harmony of the professing group. "By this shall all men know . . ."

Such a commandment bears about the same relationship to ordinary commandments that the law of gravitation bears to laws passed by the United States Congress. It is not, in legalistic terms, a commandment at all but a revelation of how cause and effect operate in a given area of reality.



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Command and Consequence

THE DISTINCTION between two such different sorts of command seems clear enough for anyone to see. Yet in our daily lives we habitually confuse the two—and confuse ourselves and others with their confusion.

"Wash your hands before you come to the table," says a mother to her small son, and whether he obeys or disobeys, the child at least knows what is expected of him. The action required is specific and objective.

"Now give your Aunt Susie a nice big kiss to show that you love her," says this same mother. Half the command is more or less objective and enforceable, however unwise it may be. But "show that you love her"—that is something else again. The child does *not* love Aunt Susie, neither her sharp voice nor her sharp spirit nor the way she has of treating him like a baby. He hates to see her come. He cannot even like the splendid toys she brings because she is the one who has brought them. He wishes she would go away—and die. Yet he is commanded to love her, much as he is commanded to wash his hands before dinner, and by the same all-important authority, his mother.

Confronted with such issues, the child may learn to pretend—and learn, incidentally, that pretense satisfies his mother. He may even perceive that she either does not know the difference between true affection and false show or else does not mean the command she gives, but is herself only pretending.

Or he may refuse to pretend (perhaps be emotionally unable to make the required pretense) and find himself the center of a horribly disrupting scene, with his mother urging, Aunt Susie wheedling, and his own inner protest rising higher and higher. In the end he may actually be punished for not showing a love he cannot feel. Or he may yield suddenly, give the required peck on the cheek, and run out of doors as fast as he can. There he kicks an unoffending stone cast in the role of Aunt Susie, while behind his back his mother sighs in rueful relief, "I don't know what gets into Jimmy sometimes."

A psychologist might suggest one thing that is probably getting into Jimmy: *a sense of guilt that may plague him the rest of his life*. He knows that if his thoughts were known he would be punished. Having as yet no standard by which to judge himself except the approval and disapproval of the adults upon whom he depends, he begins to feel that he is "bad" and that he would be rejected by his mother if she knew how "bad" he was inside. Out of this sense of "badness" he makes a sense of guilt—a conscious sense at first and then, as the burden becomes too great,

an unconscious sense. To use terms that became familiar in an earlier article, his sense of guilt now ceases to be *reactive* and becomes *internalized*. It becomes part of his character structure, part of his basic self-appraisal.

Out of his guilt and the prospect of rejection that it breeds, he makes fear, makes a type of fear that has become all too familiar to psychologists and psychiatrists—an expectation of punishment based on an *internalized* conviction that punishment is deserved. Out of this sort of fear he makes hostility—a projection upon the world of his own self-distrust, a need to dominate lest he amount to nothing at all.

Dictatorship in the Realm of the Emotions

IT WOULD be silly, of course, to scare ourselves with the thought that one unwise command given to a child would automatically and inevitably lead to so dire a result. But it is the *significance* of the experience that we want to grasp. For in many homes situations of the sort pictured above are almost a routine. Not only between children and parents or other adult relatives, but between brothers and sisters and between husband and wife, emotions that can only emerge from satisfying shared experience are commanded into existence—with a threatening or else attached or implied.

Nor does the world outside the home refrain from adding its share of unenforceable commands. Over and over again the individual is told not only what to do but what to feel. Ministers tell him from the pulpit. Buddies in his service club, alumni association, or veterans' association tell him. His employer describes the loyalty he expects of all employees. His union leader tells him what he should feel about labor and capital. A whole chorus of public voices tell him how he should feel when he hears the word *mother* or, in contrast, the word *foreigner*. If his own experience has given him a different—or even opposite—feeling, he is tacitly supposed to discount experience.

Two things insidiously happen as a result. First, as in the case of the child, habits of pretense and guilty conflicts are set up within the individual. Second, emotions come to have less and less genuine content as the years pass until the very names they carry—that of love, for instance—lose both meaning and motive power.

Love Is Born, Not Made to Order

THIS BRINGS us to the central issue of our campaign against fear. We need more love in the world. Not only our own happiness but even racial



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survival would seem to depend upon the increase of love. Yet we cannot command into existence the love that we must have. We cannot command ourselves to love others or others to love us. We cannot command our children to love their brothers and sisters or their Aunt Susies or their playmates. We cannot command in ourselves or anyone else a love of mankind. For we have come to realize that love given by command is not love—and it does not cast out fear. Rather, it breeds fear.

The very effort to command emotional responses is in itself a product of fear—whether in parent or patriot, friend or husband or wife, or minister of the gospel. Back of such an effort lies a distrust of human nature so habitual and so deep that it is no longer recognized for what it is. But it is unmistakably fear, fear that if human beings were honestly permitted to feel what they feel, without having their emotions cribbed and confined and hedged about with exhortations, they would not have the “right” feelings. Not satisfied, then, with trying to make rational rules for objective behavior within society—behavior geared to the rights of all—we insistently try to make our uneasy selves feel more secure by ordering others to have emotions consistent with what we take to be our security.

Our task, rightly seen, is a very different one. It is that of making situations in which more and more people—including ourselves—will have more and more experiences out of which love can

emerge as naturally as plants emerge from rich loam warmed by spring sunshine.

Jesus could talk to his disciples about their loving one another because they were ready for love. Each had proved himself capable of standing up for his faith even in the face of danger, so that each had a sound basis for self-respect. And all had shared in a fellowship through which they had gained mutual understanding and mutual respect.

Here, it may be, is a pattern for all the situation-making that we do in behalf of love. We may be dealing with an infant or an adolescent, with the person to whom we are married or a chance acquaintance, with the least important member of an outcast race or the official representative of a competing power. In any case our aim must be the same: *not to command the “right” emotions but to open opportunities for the growth of self-respect and mutual respect.*

We Go from Strength to Strength

SOMETIMES when parents ask how they can help their children develop a sense of responsibility, we suggest a kind of formula. We say that each child should have at each level of his growing a chance for experiences (1) that test his powers but that do not exceed his powers; (2) that contribute to the satisfaction of someone besides himself; and (3) that enable him to gain a sense of being approved and liked and wanted.

Overly simple though this formula may be, properly understood it suggests how we can encourage in our homes and our world not only a sense of responsibility but also genuine and spontaneous love.

Wherever a human being—of any age, from the cradle to the grave—has a chance for experiences that test his powers but do not too grossly exceed them, he is likely to enjoy a growth in self-confidence. Wherever he has a chance through such experience to feel useful and wanted, he is induced, by a process as natural as breathing, to move beyond a limited self-confidence to a confidence in others and ultimately to a spacious confidence in mankind.

“A new commandment I give unto you, that ye love one another.” No one of us can, by giving such a command, turn either ourselves or other people from nonlovers to lovers. But each of us can highly resolve, in every situation where we exert an influence, to give people every possible chance to grow in self-confidence and mutual confidence through successful experience and shared experience. It is in this way, if in any way, that we may contribute to the growth of human beings toward the love that casts out fear.

Preparing the Baby for College



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EACH YEAR I look at, deal with, try to help, and make judgments concerning a new group of freshmen who appear hopefully in the fall for my college classes. Young men and women they are—some of them away from home for the first time, some of them returned from army service, some of them day students still living at home. And each year I say to myself again, "If only their parents had started early to prepare them for college. If only I could help parents to see how much they can do that will be basic in this critical freshman year."

Not all these students have difficulties, of course, but some of them have difficulties that are very great indeed. Lately I have become convinced that some, not all, of the problems encountered could have been lessened if the parents of these students had started to prepare them for college when they were very young. Maturation is a long, slow process, and the more mature a freshman is, the better are his chances for college success.

Setting Standards of Achievement

IF ONLY, for example, each of my freshmen might have developed a *balanced sense of individual*

worth. So many students come to us with warped ideas of their unique personal importance! There are those who, because they have always been the center of their parents' universe, have inflated ideas about themselves and cannot accept any role that leaves them merely a part of the group. They are hard to deal with, but at least they do have ambition. They are anxious and eager to accept any individual help their instructors have time to give. Often they demand it.

Then there are those who from their earliest days have been denying their own personalities, selling them down the river. "I know I can't do as well as my sister Anne," they tell me at the freshman reception. "I guess I'm just dumb; I don't get things," they complain as they bring in their first examination. The sad thing is that one hears these remarks from students who have, in their own right, creative possibilities that go far beyond those of Sister Anne, their contemporaries, and their classmates.

It would make the road so much smoother for youth if we parents could only help our children see themselves as they really are. They need standards for their guidance—not standards that are too high, not standards that are too low, but individual standards that really fit the individual child. When the toddler learns to face failure and overcome it, when the toddler learns to know what he can do and what he should not attempt, then the toddler is indeed being prepared for college. For he is learning to know what his own individual worth really means.

If only the parents of my freshmen could have given each child, the day he first climbed up the sides of his crib, a *sense of responsibility* and the beginnings of *the ability to make decisions of his own*. I remember one freshman who telephoned home every day to ask Mother what dress she should wear—that is, every day for a month, until she got homesick and gave up college. This was an extreme case, to be sure, but how few young people have really faced the results of their own irresponsibility! When parents set the hour for coming home as an absolute rule; when parents dictate whom the teen-ager may date; when par-

DOROTHY TILDEN SPOERL



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they would see that their young people have *sound and adequate attitudes toward sex* before they send them out into the world, there would be fewer campus catastrophes. There is no blinking the fact that it rests largely with the parents whether their son's or daughter's experimentation in this field is going to be wholesome or dangerous. What they need is not a lecture delivered the night before they depart for higher education; they need training that has developed slowly through the years. Before they leave home they need to know that sex desire is normal. They need to learn, as they mature, to recognize sexual feelings and to learn how to sublimate them in wholesome directions.

They need to know about sex and not be afraid of it, for only without fear can one learn control. The college student will have this knowledge—and this control—if his sex instruction began when

ents superintend the choice and the purchase of clothes for picnic and prom; when parents constantly supervise the outgo of the allowance—is it remarkable that their freshmen sons and daughters sometimes wander too far?

I was discussing this question with a group of upperclassmen not long ago. They were recalling their first weeks away from home, and the feeling common to the group was a sense of wonder that things had turned out so well despite their bad beginning. You can't start being responsible at ten or fifteen or eighteen and put on a satisfactory performance right away. You develop a sense of responsibility slowly over the years, starting with small things in childhood and working up to larger issues before you have left home. We could give an understanding of these things to our children if we would take the trouble to do our best thinking in their behalf.

Boy-Girl Relationships

PARENTS did not need to read the Kinsey report to know that sexual activity is common in our day and in our culture. But if only

he first started to learn to know the world about him and has been continued up to the present. Year after year I am shocked at the number of college students who have not had adequate sex instruction, horrified at the continuing number who have had almost none at all, and worried by the common misconceptions current on any college campus. In this area too we parents must start while our children are young.

Feeding the Hungry Mind

AGAIN, if only their parents or their schools could have given my freshmen, while they were still young and pliable, a *healthy intellectual curiosity*. As parents we tend to be satisfied with their expressions of interest and forget to follow them through. As teachers we are so busy with average students that there is little time to stimulate the child who is running ahead of his classmates. How often we tell the seven-year-old he is still too young to care for a symphony, the nine-year-old that he isn't ready to appreciate a ballet,

IN THE language of consolation, it is never too late to mend. In the language of education, it's never too early to build. Parents, like students (for parents too are learners, are they not?), need both these reminders—one as a shield against despair, the other as a spur to thoughtful planning and action.

or the eleven-year-old that we dare not trust him with a Chemcraft set—not until he is a few years older. And how often when we decide the child is ready and turn back hopefully to the interest, we find that it is no longer there.

A mother was telling me last summer of her ten-year-old, a child of markedly superior ability, who had developed and lost three major interests because his school "did not have time for outside ideas" and because she had not realized how important it was to stimulate them. "Will he get them back?" she almost begged. "Surely they will show up again some time and I can do something about them."

Maybe, but it isn't very likely. Long years of practice in repressing one's interests, long years of frustrated intellectual curiosity, long years of waiting until one is "old enough"—these are the things that bring me a group of freshmen who sit and listen, take notes, memorize their notes, and then give them back to me. They don't know how to use their imaginations as they should. They don't know how to synthesize their ideas. They don't know how to recognize their inspirations. Our culture has conspired to stifle these things. Had the parents of my freshmen taken the time to follow through the myriad embryonic interests of their growing children, how thrilling might all my freshmen be, instead of the select few!

On Keeping Oneself in Hand

I WISH too that my freshmen had learned, from the day they made their first conscious choice, *the practice of temperance*. Temperance is a hard thing to teach; it involves the inculcation of both self-control and self-knowledge. Scarcely any parent can hope or expect in this generation that his children will shun all the things the older generation (that is, we!) may look upon as intemperate. It is safer by far to teach a little child to know when he has had too much popcorn and peanuts, safer to let the adolescent learn the dangers of overindulgence in chocolate pie and ice cream sodas.

The adolescent cannot be expected just to "feel" what he should do; he must be taught. He needs to be taught what to order, what choices to make, so that he will know what to do when he suddenly discovers the college crowd has ended in a bar and not an ice cream parlor. Adolescence, as used in

the technical sense, reaches into the middle twenties, but this is an experience (laws to the contrary) that far too often comes before the young person has legally come of age. We parents must not blind ourselves to the fact that today's world is sophisticated, sometimes evil, and that our children are going to run up against things they have not experienced at home. If my freshmen had been allowed when they were young children to make choices, to learn their own limits, much of the unhappiness among freshmen everywhere might not have been.

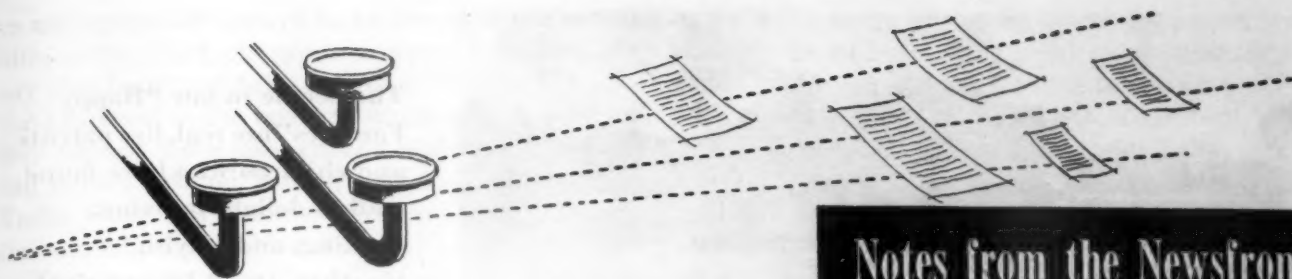
—And the World Laughs with You

AND LAST, I wish that all my freshmen from their first social smile could have developed a *sense of humor*. There are few more effectual aids to sanity than a mature, adult sense of humor, one that lets us laugh at ourselves and our own mistakes and enjoy laughing *with* others, not at them. This is the sense of humor that knows life is not ruined when the waiter laughs at one's French, that can see something funny about losing one's partner at the carnival ball, or can join in the fun when in ignorance one arrives at the barn dance in full evening dress.

It would be wonderful if my freshmen could see their own worth, if they could understand their faults and virtues in comparison with those of others, if they could see their ridiculousnesses at the same time they are striving to overcome them. They would be happier, less tense and bewildered, better balanced, more poised and secure. Humor is one of the prime requisites for maturity, and it is a thing that seems sometimes to be a major lack in the generation which is maturing today. I wish that the parents of my freshmen had laughed with them more often and helped them to develop the full savor of the humor that seasons all the situations of life.

College entrance is a big step for any young person. It opens up a new life, with new responsibilities. One must select his major, elect his course, choose his extracurricular activities, make his own decisions, and set up values and judgments for himself. If only my freshmen could have been prepared for these experiences from their earliest days, how much more they would be getting now from the opportunities college offers them!

Among the builders of the new headquarters of the National Congress of Parents and Teachers is Mrs. Franklin D. Roosevelt. Like other good friends of the organization, Mrs. Roosevelt has chosen to demonstrate her faith in the value of our work for children by contributing to the national headquarters fund. You, too, can do the same. Your local P.T.A. will be glad to forward whatever you care to give.



Notes from the Newsfront

A Junior Worry List.—For all their happy-go-lucky attitudes, high school boys and girls have worries too. When a research group at Purdue University asked 15,000 of them to tell what bothered them most, six problems outweighed all the rest: How can I study more effectively? How can I be calm when reciting in class? How can I tell how much ability I actually have? Will I be able to earn a living? Why do I worry so much about little things? How can I make people like me more?

Warm Weather Lessons.—In summer children have many lessons to learn from playmates and the out-of-doors, lessons as important as their schoolroom assignments during the rest of the year, believes Dr. Roma Gans, professor of education at Teachers College, Columbia University. "I hope," she told the New York section of the American Camping Association, "that some day . . . educators will be arrested if they insist that a child do remedial work during summer months as a condition of promotion."

From House to House.—Unlike Europeans, who often live in the same house for generations, Americans like to move around. But they are not as rootless as statistics might suggest. Although in April 1949 twenty-eight million were living in different houses from the ones they lived in a year ago, only four and a half million had moved into another state or country. Nineteen million even stayed in the same county.

Reading in a Flash.—Medical journals recently have pointed out that when a child is taught to read by having printed cards flashed before his eyes, his powers of concentration are severely tested and hitherto minor difficulties of vision suddenly become significant. Perhaps that is one reason why three times as many cases of reading difficulty have been found among children taught by the flash-card system as among those taught by the older phonetic method.

Summering at Valley Forge.—Where General George Washington's ragged Continental Army shivered through a historic winter in 1777-78, this year the Boy Scouts of America will hold their Jamboree Camp from June 30 to July 6. By invitation of the Governor of Pennsylvania, some forty thousand boys will pitch their tents in Valley Forge Park.

Time To Take It Easy.—Twenty-four weary, worn-out words are petitioning for retirement after years of working overtime for America's educational writers. They are *administer*, *area*, *basic*, *common*, *cooperation*, *development*, *effective*, *element*, *experience*, *factor*, *field*, *function*, *issue*, *materials*, *level*, *objective*, *organization*, *phase*, *principle*, *problem*, *procedure*, *program*, *representative*, and *status*. Replacements will be found in the dictionary.

Shakespeare's Theater.—To help students picture the way Shakespeare's plays were presented on the Elizabethan stage (which was very different from that of our own time) the Loomis Laboratory at 17 Miller Avenue, Cambridge 40, Massachusetts, has issued the first generally available models of the original Globe Playhouse for use in schools and colleges.

Paint Precautions.—Safety is more than paint deep, the Washington Safety Society has warned all school building authorities. Although there are some paints that really help slow down a fire after it has started, none of them is fully fireproof and none will be fully effective unless it is applied to surfaces that have never been painted before.

"Where in the World Would You Like a Friend?"

—You can have one for the asking in almost any country you might name. All over the world young people from eight to twenty-eight years old are eager to correspond with Americans. The International Friendship League, Inc., a nonprofit organization sanctioned by the State Department, has their names and addresses. If you are interested in making a faraway friend, write to Edna MacDonough, executive secretary of the league, 40 Mount Vernon Street, Boston 8, Massachusetts.

A Break for Baby.—Today, at the halfway mark in a century of spectacular scientific advance, a baby has a better chance than ever before of living through his first crucial year of life. According to the American Medical Association, pneumonia and infant diarrhea—two diseases that have killed many babies in the past—now have been largely conquered in the United States.

Underwater Sleuthing.—Hereafter many a herring engaged in his lawful migrations to foreign waters will carry a passport on his dorsal fin. By that means the International Council for the Exploration of the Sea hopes to find out where he goes for the winter. Once this information is gathered from thousands of these slippery tourists, a herring atlas will be published in English, French, and Danish for fishermen of the northeast Atlantic. Because the supply of seafood, like the produce of the land, is not inexhaustible, large-scale fishing nowadays is a matter of international concern.

A NOTICE TO OUR SUBSCRIBERS

If the first two code figures just below your name and address on this issue of the magazine are 9-50, this means that your subscription will expire with the September *National Parent-Teacher*. We suggest that you renew it now to avoid delay in receiving the October issue. Send \$1.25 to the National Parent-Teacher, 600 South Michigan Boulevard, Chicago 5, Illinois.



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The people in our "Happy Families" are real, live parents and children who have found endless delight in living, working, and playing together. Don't be surprised if you have heard their names before. In their varied and delightful experiences with family fun you will find ideas galore and, better still, assurance that friendship between parents and children and the development and sharing of common interests still play an all-important role in American family life.

Happy Families

THE LETTERS that make up this article have all been written by men and women who rank as celebrities in their various fields. The *National Parent-Teacher* presents them in refutation of two currently popular fallacies:

1. That "career parents" have no time or interest to spare for their children.
2. That family life is losing its grip in America.

Here is evidence aplenty that it isn't necessarily so; that fathers and mothers with many outside demands on their time remain fathers and mothers, eagerly interested in having fun with their sons and daughters; that whole families can and do enjoy daily living together; and that, far from being barren of opportunity for shared adventure, the life of today is teeming with unexplored possibilities.

Never a Dull Moment

... Our summer activities have one point in common: They mold us as a family, with no dividing line between children and parents. An example is the parlor bowling game that we play evening after evening. As we crouch in turn and try to roll a winning score, we lose ourselves in

competition. Eleven-year-old Jill and seven-year-old Charles are meeting my husband and me on common ground.

"Up Jenkins" is another sport where age, experience, and wisdom count less than manual dexterity and a keen eye and ear. The winning team must manage to keep a coin palmed successfully through several acrobatic high jinks. In addition it must be able to follow slam-bang instructions meticulously.

Though parlor bowling and "Up Jenkins" have become family rituals, we have always found time for other activities: gardening, neighborhood baseball and basketball games, swimming, beach picnics. In addition there are spur-of-the-moment projects. Last summer in Nantucket, Massachusetts, the children decided to write a book. Their outline included a description of a brand-new baby. "We'll have to get our facts right, Daddy and Mother. Let's hop in the car and visit a hospital!"

With the help of a friendly trained nurse, the four of us were able to spend a few minutes outside a nursery window. Our youngest author made

an unforgettable remark as he stared at a wizened little mite. "Get out your money, Daddy. Let's buy this baby and take him home."

As interest in the book grew, the children found they needed more background material. Soon we had driven around Nantucket Island, visited the Yacht Club and fishing wharves, and attended the annual botanical exhibit.

Then as two new "loves" developed, the book project was shelved. Night and day, we discussed astronomy and ant colonies. In the evening we looked through a telescope breathlessly. Never had the Milky Way looked so crowded! Never had the planet Jupiter boasted so many moons!

The hours we spent studying ants seemed marvelous too. These creatures of the earth looked so simple, yet they were so complex. And so exciting. The queen surrounded by her ladies-in-waiting. The babies waiting to be born. The ant-cows feeding in herds. The workers struggling day after day.

As we made our observations together, deeper understanding developed. We sensed a pattern somewhere as our horizons began to expand. Jill summarized our feelings one day: "I like learning with my own eyes and ears. I'm glad we're a part of this fine, big world."

—ERNESTINE GILBRETH CAREY
Co-author of *Cheaper by the Dozen*

Years Full of Fun

... What do I enjoy doing with my children in the summertime? Actually, the program doesn't vary much from what we do the rest of the year. We live out in the country, and almost every week end is vacation time. I have four children, all girls—nine, six, four, and one—and we are barely out of the knee-bouncing period.

Mrs. Cousins and I ride a tandem bike. The two older girls have their own two-wheelers and file along somewhere in the rear. We enjoy exploring the woods, especially during the periods of seasonal change. The girls like to climb, even when they don't have to, and are rapidly developing into the most sure-footed youngsters I have ever seen, though I am certain that at least one of them is going to fall flat on her face in negotiating a curbstone the next time she comes to the city.

The most fun we have, I suppose, is in the winter, when we get out the toboggan and make for the hills. We've had our share of spills and sprains, but the girls seem able to shake it off. In the city they enjoy the ballet (Daddy can sit that one out), and they accompany me to Toscanini concerts and such operas as *La Bohème*. They play "Chopsticks" with me on the organ and piano. The two older girls have decided they would like

to go on to more advanced duets, so I'm looking forward to a lifetime of cascading decibels. It has taken the oldest one a little time to get warmed up to my other interests—baseball, basketball, and tennis—but I expect some real competition almost any day.

For their part, they've won me over to *Kukla, Fran, and Ollie*, a television program that is as charming and entertaining as it is good mental food for young and old both.

Whew! I've hardly started, but I take it that all you wanted was a few lines. . . .

—NORMAN COUSINS

Editor of the *Saturday Review of Literature*

Arts and Activities

... We are a fortunate family. We believe that every member of the family should share and take part in all kinds of activities together.

I am very lucky. I am a wife, a mother of two children: Larry, who is eighteen, and Heller, our daughter, who is eight. In addition I am what I have wanted to be all my life, an actress. I have also been lucky in that I have been employed almost all my grown-up life. Lucky too in that my job leaves me more waking time with my family than the average mother has. While our children are at school in the winter, I am asleep. While they are awake my husband and I are awake too, and while they are asleep we are working. My husband is also active in the theater, and his office—our office—is our home.

Heller, after four years, still wants to be "the greatest ballet dancer in the world" and to play the piano besides. She studies, and apparently loves, both. Three years ago, at the age of five, she toured the United States with me and played



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my baby sister in *Annie Get Your Gun*. Larry is also interested in music and the theater. He sings, plays the guitar, is studying drama in college, and has already appeared in Margo Jones' theater in Dallas, Texas.

There just aren't enough hours in the day for our mutual activities and to enjoy our mutual interests. Because one room in our home is our office, the children overhear telephone conversations and meet people who come for business conferences. They know and are interested in these people and in our problems. These people are as alive and real to them as they are to us. We meet their friends who come to our home, and their friends are equally alive and important to us.

Summer is a gloriously exciting, busy time for us. We all love to read—sometimes aloud. On hot, humid days we frequently read a play, new or old, aloud under the coolness of an old elm tree. We plan and then plant the flower and vegetable gardens together. We all enjoy arranging flowers. We all seem to need the sun and love taking sun baths together. We have several springs on our land that form a natural pool. We love to dip into one of the springs which is so cold and refreshing on hot summer days that it makes our skin tingle. Then we jump out and run and dive into the warmer, bigger pool. By "we" I mean all of us and our friends of all ages, from six to seventy-five.

We can't wait to cook on the outdoor barbecue—hamburgers, hot dogs, ham, corn—and in the outdoor oven, baked beans and baked potatoes—potatoes we have planted ourselves and dug up together.

We all seem to love variety, and sometimes we drive from our home in Connecticut to a remote ocean beach on Long Island, taking a picnic supper with us. We swim in the salt waves. We eat an early supper, and as my husband and I drive toward New York and the theater our children, their friends, and our friends are driving back to

Connecticut, headed for bed and a restful sleep.

On some Sundays we rent a small sailboat and sail and swim across Long Island Sound. In the late afternoon, with ravenous appetites, we dock and eat in a restaurant that specializes in sea food dinners.

And every Sunday in winter and summer we go to Sunday school. That takes place right in our home too. We like our Sunday school in the evening, when we read the lesson aloud. It is stimulating at that hour of the day and gives us many topics for conversation while we are all undressing at the same time, and even after the lights are out in Heller's bedroom. For Sunday night is the night we all go to bed early and at the same hour before starting the new week—another full week, with never enough days to do all that we want to do together.

—MARY MARTIN HALLIDAY

*Mary Martin of stage and screen,
currently appearing in South Pacific*



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Memory and Anticipation

... It seems strange to have reached that point in living when one looks back on the past. But that's what my wife and I have to do when we think about summertime activities with our children. All three of them are in college now and for the last four or five years have had interesting summer projects that didn't include the "old folks."

It was outdoor living together that brought us the greatest satisfaction. With a California upbringing, both the Osborne parents found most fun in the simple life of camping, roughing it at the beach, or trekking across the country by trailer. And the youngsters always went along, not only in body but in spirit.

Swimming together in the surf, leisurely beachcombing along stretches of uninhabited shores, sitting around an evening camp fire in a high mountain valley, working out a compact but fun-filled life in a cross-country house trailer—these are some of the memories that still glow warmly. None of us will forget the night-filling chorus of coyotes in the bright moonlight of the Bad Lands. Nor will the memory of mile-high camping in a pine-filled valley of Southern California soon fade from our minds.

Now we are hoping that when the grandchildren come along we'll be able to renew our youth with them in some of the ways that were so much fun for us ten years or so ago.

It's good to think that the things we find most satisfying are those that take little money. Camping, beachcombing, and the other experiences of outdoor living are within the reach of any family. Our state and national parks, our fine municipal beaches and play areas are all ready and waiting for families that enjoy out-of-door living.

—ERNEST G. OSBORNE

*Professor of education, Teachers College,
Columbia University, and president,
National Council on Family Relations*

Resources Within and Without

... I have always envied people with manual skills and the kind of creative imagination called ingenuity. These gifts are a great asset in any household. I myself can scarcely sew a stitch. I'm bad at carpentry, puzzles, and mechanics. I can't mend things. I'm no good at dramatic play. Looking back at my daughter's childhood, I must confess that as a family we resorted shamelessly to the utterly trite for our entertainment. But in spite of these serious lacks we did enjoy ourselves.

For instance, luncheon picnics were usually a success. With or without a carful of youngsters we would drive to the beach or set up camp by the side of a brook. Water was an endless source of pleasure for all ages, we parents enjoying it just as much as the children. Games in the car made the ride a merry one. (How many out-of-state licenses could we count?) But chiefly we sang—just songs at first, later "rounds," and finally achieved what seemed to us veritable triumphs of part singing.

At home we played games in twosomes, threesomes, or foursomes. Casino, idiot's delight, parchesi, and other table games were good for wild excitement and also, in some cases, for arithmetic drill. We owned in duplicate a jigsaw puzzle of the United States—each state one piece—and had races to see who could put it together fastest. This too yielded dividends in the classroom.



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Since ours was an only child, we had lots of youngsters about for overnight visits, or longer if we could corral them. A fold-up cot that encumbered a closet for many years was dragged out often. In the summer, the children loved to sleep on the lawn in campers' sleeping bags, and when our guests brought their own we could house any number. Far from waking with the dawn, I often found the children sound asleep at nine o'clock with the sun beating down on them and the dew still thick in their hair.

At Christmas especially, but also on the Fourth of July and special anniversaries, young-and-old parties were "musts." Our family and our friends' families, even unto the third and fourth generation, got together for carols or other songs. No bedtime hour was set, and the youngest children often fell asleep in their parents' laps. There were buffet suppers, simple gifts, and games. Nobody had to play who didn't want to, but everybody nearly always did. Of these games the most popular by far was one in which the company forms two lines and races the shell of a safety match box from one end to the other by passing it from nose to nose, hands behind back. The sight of Andy, aged eight, struggling to wiggle it off her nose and onto Kathie's grandfather's (aged seventy-five) was one I am not likely to forget.

I have never understood people who say it isn't possible for several generations to enjoy each other. The contrary has been my experience, even now that the children I remember so well are in their teens and twenties.

—ANNA W. M. WOLF

Child psychologist, author of The Parent's Manual and other books for parents

IF PARENTS DISAGREE

LELAND
FOSTER
WOOD



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AN occasional clash of ideas is normal in any family, any group of friends. Usually it is stimulating rather than disturbing, and the opponents emerge from the fray cheerfully—if still unconvinced. But clashes of temperament are quite a different matter, one that may require a far more skillful approach and a far higher degree of human understanding.

BEN AND CLARA represent a large number of parents who have difficulties because they approach family problems from radically different directions. Ben is logical; Clara is not (at least, so Ben says). Not that men are necessarily more logical than women, but in this case there is a difference. Clara's approach is by way of esthetic and emotional appreciation. A beautiful idea is as compelling to her as a logical one is to Ben.

When their son Danny wanted a bicycle Ben looked at it realistically, from the standpoint of their limited budget. He reinforced his arguments by pointing out the possible dangers of riding a bicycle. Being realistic meant that Danny could not have a bicycle because the money for it did not exist. That was that.

Clara, realizing how much the bicycle meant to Danny, wondered whether they couldn't find some way of getting it. To Danny the bicycle seemed the one thing he wanted most. Clara sensed the way he felt about it and wondered why their budget should lord it over their interests to such an extent. Even if they should run in debt for the bicycle, Danny would have the thing so dear to him, and the world would not come to an end. They were already in debt, and a little more would not make too much difference.

To Ben it was a matter of principle. Their money would go just so far and no farther. If Danny had a bicycle something else would have to go unpaid for. This he had explained carefully and repeatedly to Clara and to Danny. The fact that Clara could not see it made Danny doubtful

also, and this irritated Ben. Clara believed that parents exist not to tell children why they cannot have the things they want, but to see that they do have the things they need most. And certainly Danny needed a bicycle, she maintained.

A Question of Values

WHEN a little windfall came—the payment of a debt that Ben had been trying in vain to collect for a long time—Clara said, “Now Danny can have his bicycle, can’t he?” Ben on the other hand had already said to himself, “Now we can pay the doctor’s bill that’s been running for two years.” Clara felt that the bicycle was more urgent. “Boys grow up,” she said, “and they want their bicycles when they want them.” The doctor had waited two years, and he could wait a little longer.

Ben said he would be willing to have Danny get a bicycle with their own money if they had it, but he didn’t think it was right to spend Dr. Bryan’s money for it. Dr. Bryan had been most patient and considerate, in addition to putting himself out to do everything possible when any of them was ill.

Clara, who was more aware of Danny’s needs than Ben was and who had more faith that things could be made to come out right, was hurt at the position Ben took. She thought he was arbitrary and unfeeling. But Ben still held that honesty required them to pay their debts before getting what he considered a luxury.

This was by no means the only difference between Ben and Clara, as we might have surmised. They had many disagreements in which each thought his own position absolutely right and that of the other clearly wrong. Ben often said that Clara did not think, and she said he was unfeeling.

When such differences would come to the surface, Ben would explain his views with great care. Sometimes he would say, “I have explained this again and again. I don’t know why you can’t seem to see it. It’s perfectly clear.”

But Clara believed there was much more to life than logic, budgets, or arithmetic. She held that people are people and that abstract ideas must give way to human feelings. Her position was as unassailable to her as Ben’s was to him. Since he could not share his wife’s views and she felt he was inconsiderate, the sense of strain grew between them.

Yet they loved each other and their

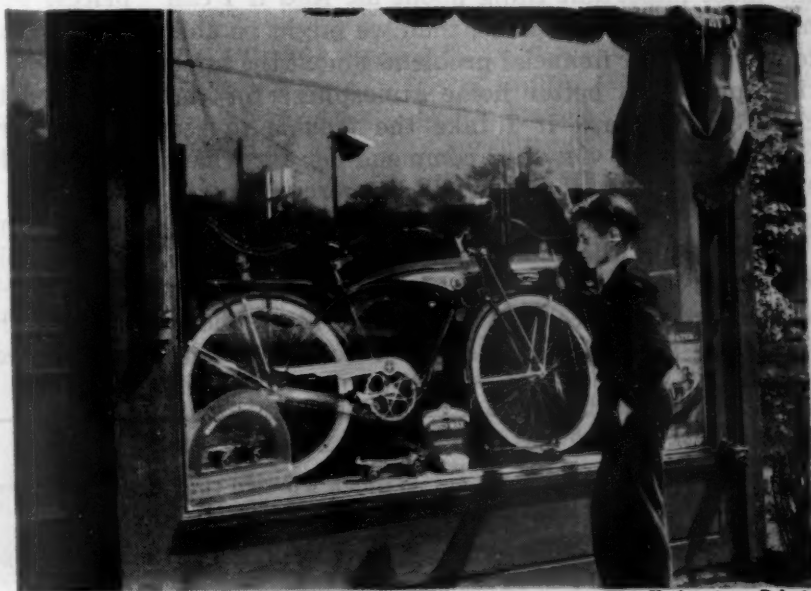
children, Danny and little Tina, and they were both troubled about the fact that the home atmosphere was unhappy. But when they talked about this they never seemed to get anywhere. Ben always repeated his arguments, and Clara fell back on her feelings about how things ought to be. They seemed to speak a different language. In fact they were speaking in different parts of the language.

Finally Ben went to his minister, Dr. Goodsell, who was known to be skilled in dealing with family problems. Ben said he was especially disturbed because Clara was spending more than they could afford, and by being more easygoing than he was with the children, she was making him look like a tightwad. Actually, he told the minister, they were going more and more deeply into debt. Though Clara still thought they would be able to manage in some way, Ben faced the fact that the children’s expenses would increase as they grew older. Furthermore he and Clara were not getting much pleasure from the money they did spend because whatever they purchased was done so with bitterness and strife.

A Change of Heart

DR. GOODSSELL listened with concern and with understanding. He was aware that there was a fundamental difference behind the series of particular conflicts. Finally he said to Ben,

“Clara and you disagree so definitely that you don’t get anywhere in your arguments. Why not try a radically different approach? Instead of showing her that she is wrong about this or that matter, why not single out something about her with which you are especially pleased and praise her for it? Even if it seems irrelevant to the issue you are discussing, forget that point for the time



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being, and say something you know will please her. People always like to know they are appreciated. And don't forget to be loving. When things are going well it is natural to be affectionate, but when they are not it is all the more necessary. Moreover, one creates a sort of loving atmosphere."

"Perhaps I am careless about that point," said Ben. "I grew up in an undemonstrative family, and it's natural for me to be the same way. But I know I ought to be more appreciative, and I'll try to become so. I often think loving thoughts, you see, but I don't put them into words."

"That is a side of anyone's personality that can be cultivated," said the minister. "To some people kind and loving words are very precious, and probably Clara is one of those. You might try, too, to see what her reasons are and on what values they are based, even when they seem unreasonable to you. Sometimes two people disagree because they evaluate things differently. In many instances Clara may be quite right in placing certain intangible personal values above money values, but it is often hard to put such an argument into words. If you sympathize with her reasoning, you can usually arrive at some solution that will be reasonable to both of you. Or even if you can't come to the same conclusion, you can at least express your appreciation of what she is driving at."

Ben answered anxiously that they might be ruined if she didn't curb her tendency to spend, but the pastor responded,

"From what you have told me you are in the process of being ruined as it is. If you could try out this other procedure for a time, you would be able to test its value without being much worse off financially. Why not take the chance on improving your relationship?"

After a moment Ben saw the point and agreed.

"I sometimes forget that our relationship is the most important thing about us. And if I can make it more harmonious, then we might be able to work out our financial problems and at the same time provide a better home atmosphere for the children. Perhaps if I take the trouble to see Clara's point of view and commend her for whatever is good in it, then she will be more willing to try to see my point of view."

"Yes," said the minister, "I believe it would work out that way. You are both intelligent people, and I think you can create an atmosphere of mutual appreciation instead of conflict when-

ever these problems develop. It may not be necessary for you to ask your wife to come here with you and talk things over as you have done, but if that time ever comes I shall be glad to see her."

How Happiness Works

BEN WENT home thoughtfully and made up his mind to follow the minister's suggestion for a time at least. It was not long before Clara began to sense a change in her husband. He seemed more considerate and much more understanding. She could talk to him freely without being told from the start that she was wrong. Ben also began thinking up plans for good times the whole family might have together. If they couldn't go to expensive places for entertainment, they could have picnic suppers and play games at home. If Danny couldn't have a bicycle yet, they could begin to save for it. Soon the family all started feeling closer to one another.

The change actually took place first in Ben's mind, when he realized that his problem was not to convince Clara or make her think as he did but to understand her as she was and to build happy experiences in the family. Both of them came to feel that they had forgotten their real objective. They had been concentrating on the struggle to win a perpetual debate, in which success was impossible from the start, instead of showing that they loved and appreciated each other and their children.

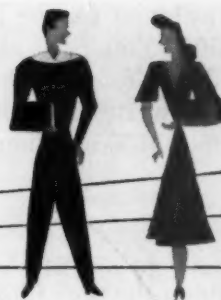
The differences of viewpoint and opinion did not, of course, magically disappear, but the very change in attitude of both Ben and Clara helped solve their problems. Clara became more cheerful. She was less tired and therefore able to do more for her family. She took greater care in her buying. She found ways of saving money by watching prices, buying things in season, using leftovers rather than throwing them away, and putting her household expenses on a more stable basis. And the food tasted better because they ate it in an atmosphere of love and cheerfulness.

The children too seemed happier. Danny learned to help in the house, and his little sister Tina became less nervous and fretful. They enjoyed working and playing together as a family. Gradually the financial situation improved also, until Ben could see his way out of debt. It wouldn't be long now before Danny could at last have his bicycle.

If men would consider not so much wherein they differ, as wherein they agree, there would be far less of uncharitableness and angry feeling in the world.—ADDISON

The heart has its reasons which reason knows nothing of.—PASCAL

What's Happening in Education?



● A teacher friend of mine retired recently after serving the schools in our small community for thirty-five years. She was given a testimonial luncheon and presents. About a month later I met her and asked her how she was enjoying her new leisure. She replied, "How much do you think I can enjoy anything with an income of \$450 a year?" It doesn't seem fair that a teacher who has given her best to children for so long should have to live out her last years in such penury.—Mrs. A. R. P.

NO IT isn't fair, but it is happening in many, many parts of the United States. The reason why it can happen is plain. For many years teachers' salaries in this country were shamefully low, and teacher retirement plans had to be based on salaries as they were. Your friend probably paid in 4 or 5 per cent of her salary for some years. Since many retirement systems are of recent origin, she perhaps did not make payments throughout her teaching career. But 4 or 5 per cent of salaries that used to average from \$800 to \$1,500 isn't very much. Her \$450 annual retirement income might have sufficed in the early thirties. Now inflation has dealt her a hard blow, as it has practically all persons who must live on pensions.

Those who administer state retirement systems are not unaware of the predicament of the older teachers; yet their hands are closely tied. Their operations must adhere to sound actuarial policy. If they become generous with needy teachers today they may not have funds for teachers who retire in 1960.

Nevertheless some states are finding ways to help retired teachers like your friend. Connecticut

THIS department gives parents and teachers up-to-the-minute information on current educational trends, presented in the form of answers to questions from our readers. The director, William D. Boutwell, educator of broad experience, tells us what is going on in the schools of today and what may be expected in the schools of tomorrow.

has raised its minimum guarantee from \$500 to \$620; North Dakota from \$350 to \$600; New Mexico from \$750 to \$1,000. Illinois has an arrangement by which the older retired teacher (or her associates) makes a token payment of \$300 to the retirement fund. After this payment the teacher can receive a minimum of \$1,000 a year.

Obviously this is a serious problem. As you say, it is not fair for society to subject our teachers, who have given so much of themselves and their energies, to the indignity of poverty. This department invites suggestions about other means of enabling older teachers to live untroubled by the specter of the poorhouse.

● Do you think a city of our size (120,000) can afford to have an FM educational radio station?—S. K. P.

CITIES SMALLER than yours now have FM stations. I'm sure New Albany, Indiana, and High Point, North Carolina, are under your population figure, and both have FM stations owned and operated by the school system. As for cost, the New Albany station, complete with studio in the high school, came only to about three thousand dollars. I hear that this was raised largely by the students.

How is it possible to build a radio station for so little? Through the development within the last few years of low-power (and low-cost) FM radio transmitters. The power is only ten watts, about enough to run an electric iron. Yet that power is enough to send out a signal that can be picked up with good fidelity ten miles away from a well-located transmitter.

That means you can bring all the homes and stores in quite a large area within earshot of your school. You can run the station at any hours you choose. You can present live programs or recordings. You can use it as a training ground for students. Operators' license requirements are not difficult and are likely to be reduced soon by the Federal Communications Commission. After all, if a policeman can run a two-way car radio, why can't a competent high school student run a similar low-power FM station?

Transmitter and antenna can be purchased for from \$1,500 to \$2,500. You may already have a radio workshop studio in one of the high schools. For more information write the Educational Radio Division, U.S. Office of Education, Washington 25, D. C.

● My oldest boy cannot go out of the house, since polio has left him without the use of his legs. His confinement is all the more trying because he has a bright mind. The visiting teacher comes as often as she can, but can you suggest correspondence courses or other means by which we can keep him interested and help him to grow mentally?—Mrs. P. F. D.

THERE ARE correspondence courses, but I can suggest another relatively new tool that may be even better. It will enable your boy actually to attend classes with his schoolmates even though he cannot leave his home. A new two-way communication service has been introduced recently by telephone companies. It works very much like the intercommunication devices now found in offices and factories. One loudspeaker with a switch stands beside the chair or bed in the home. Another is on the desk of the teacher in the classroom. The two are connected by regular telephone service.

The patient in the home hears everything said in the classroom. When the teacher calls on him he flips the switch, and his voice is heard in the room. As the class ends, some student carries the "intercom" into the next class in which the patient is enrolled.

The plan of going to school by telephone was introduced in Iowa shortly before the war, but a shortage of instruments hampered its spread until recently. I am told that more than seven hundred and fifty Iowa children have now gone to school some of the time by telephone. There are records of students graduating from high school without ever having entered the school building.

This new service to the handicapped is not costly. It can be obtained for approximately fifteen dollars a month. If the school or the parents are not able to pay the charge, the P.T.A. usually finds a way. Your telephone company should know about this service for the homebound. If information is not available locally, write to me.

● Are we beginning to evolve a new relationship between school and parents? Will mothers—and perhaps fathers—share some of the work of their children's education? Two recent letters to this department report what mothers are doing to give teachers a "break" at noon (see the March issue for Hilda Maehling's letter about a deplorable situation). The first is from the vice-president of the Van Gilder School P.T.A., Knoxville, Tennessee:

"WE WERE shocked to realize that the teachers in Van Gilder Elementary School had the constant responsibility of our children for six and one-half hours a day—without a moment's relief. So we have worked out a plan. One day each week a mother reports to every classroom, takes the youngsters out for the before-lunch recess, then to the washrooms, on to the cafeteria, and then back to the rooms, remaining with them for the after-lunch rest period. Our teachers, with an hour of free time, can take their trays to our newly decorated lounge and enjoy themselves away from the children.

"This is, of course, only a first step toward relieving the situation, but we'd like to pass the idea along to other schools."

● The second letter is from Mrs. M. G., a P.T.A. member in San José, California:

"AFTER READING the letter in your March issue concerning the problem of giving the teachers extra noon-hour duty, we wondered if you would be interested in our solution to a similar problem. Several mothers in our school have worked out a help-the-teacher program on the lower-grade side of the playgrounds. Our grammar school is in an old building with outside lavatories that are located around the corner from where the teacher stands on the playground. When we started out we found lots of trouble going on—little ones being bullied, much throwing of water and paper towels, and other bad behavior.

"After a week of the help-the-teacher plan, conditions improved. The children calmed down and behaved as long as an adult was around. While we were doing this work we saw the need for more supervision on the playgrounds, due to the layout of the buildings. The principal was happy to have our help, but many mothers thought the teachers would object or that the children would resent too much bossing. We finally organized a small group of mothers who take turns each day coming to the playground at the noon hour.

"On some days the children are happy to play games, jump rope, or have relay races. On other days the third-grade boys especially seem to prefer to tear around playing cowboy. Those days we just walk about—watching, stopping fights, and removing the worst offenders.

"The teachers have all thanked us for our efforts. I am sure the youngsters, who always greet us smilingly, are not resentful, and the mothers have a feeling of satisfaction in working with the teachers for the sake of the children. Two other schools in our city have adopted the plan after hearing a report of its success by the P.T.A. council." —WILLIAM D. BOUTWELL

The Comic CORRUPTION



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THE comics are the narcotic of North American children. That is what certain cultural organizations interested in our moral welfare would have us believe. And there is a large measure of truth in the assertion. Indeed it can be proved quite simply and practically. Perhaps you have already done it. We did in our family.

We have two children, aged eleven and thirteen, who frequently invite several of their loud, shrill-voiced friends to the house. Whenever three or more of the little dears were gathered together under our roof I used either to retreat to a distant place or else stuff my fingers into my ears and endure the nerve-shattering bedlam.

It was Joan, my wife, who discovered the quieting effects of the funny paper. She has confiscated about two cubic yards of these colorful productions and keeps them stored in some hidden passage or closet, the exact whereabouts of which is a strategic secret. Whenever the invading army of visiting children gets completely out of hand, she

drags out an armful of comics (needless to say, already censored by her) and throws them to the yelling horde.

There is a mad rush for the bait. Each child grabs a generous supply and goes off to a corner by himself, where he spreads out the lurid pages on the floor and crouches, immobile and mercifully silent, for an indefinite length of time. And my wife and I remove our fingers from our ears, momentarily blessing the inventor of this narcotic, opiate, poison, or whatever you consider the funny paper to be.

Literary Damage

FRANKLY I do not agree with critics who would ban all comics. My own feeling is that they should be chosen carefully by the conscientious and discriminating parent. There are many perfectly harmless and even educationally informative colored cartoons. Nevertheless I have come to the conclusion that this narcotic kind of reading is contributing in no small measure to our deplorable national illiteracy.

That our literary horizons have been narrowed is, I think, unarguable. Our parents were familiar

AS BAD money drives out good, so can shoddy reading matter rout the taste for good books. A Canadian father, alarmed by the insidious influence of the comics on his children's love of literature, plotted a vigorous counter offensive—and won a lasting victory.

with the classic English authors; they knew their Scott and Dickens and Thackeray. Our grandparents knew not only the authors of their day but the ancient Greeks and Romans, whom they often read in the original.

How many of our generation—we who are now the parents of young children—can claim to have familiarity with the literary works of any author, ancient or modern? I don't know anybody under forty who has time to read very much besides the daily paper and a few magazines. True, we need not impair our eyesight reading print while we can obtain our entertainment from the radio and the screen, but the movies never helped *my* vision and I question whether any radio program has a fraction of the absorbing interest of a good novel.

Reading, serious reading, reading for an appreciation of the choice and arrangement of words, their power of imagery and expression of thought, as well as the understanding of a narrative, is an acquired habit. It is a habit that is difficult to acquire after one is mentally mature (if one ever is). However, it *can* be acquired even if one is, like me, past forty and on the way toward mental decline.

Strangely enough it is the funny papers that have been leading me to rediscover the intense pleasure of reading. Only two months ago I began to realize that my own youngsters, who were formerly able to read children's books, were no longer

capable of reading and enjoying anything more solid than this trivial comic trash.

What makes these lurid cartoons harmful, I decided, is that they encourage the habit of reading only short snatches of dialogue. A child whose reading habits have become conditioned and corrupted by these ungrammatical scraps of narrative and conversation loses the sustained endeavor necessary for reading a full-length novel. My sluggish conscience, hitherto dormant, awoke; it stirred me to action.

Tempting Their Better Taste

IT WAS no use exercising the force of parental authority to compel the children to read. I wanted them to enjoy books, not endure them. I knew that reading is a habit that has to be induced, so I thought I might coax them into it by reading aloud for a few minutes every night after supper.

Joan has always read aloud to them at bedtime, usually childish, uncomplicated stories that are too short to be of sustained interest and often too simple in construction and choice of words to enlarge a child's vocabulary. She has also read them—among other fine writers for children—most of Ernest Thompson Seton, whose tales should be in every nursery.

Being of a selfish disposition, however, I decided to get my youngsters interested in literature that had an interest for me too. I did not intend boring myself batty rereading the *Swiss Family Robinson*, for instance. I compromised with *Treasure Island*, which the children liked but I found less exciting than it had been thirty years ago. What to read?

My mother had brought up her children on Scott and Dickens, but my two were apparently too befuddled with the alleged comic books to understand these authors. The modern counterparts of Scott and Dickens—Hemingway, Steinbeck, Sinclair Lewis, all of whom I enjoy—are too sophisticated for Pat and John.

A Father's Favorites

I HAD CUT my literary teeth on Conrad and Kipling. As a child I had delighted in *Stalky and Co.*, the *Jungle Books*, and the *Just So Stories*. And as I grew old enough to understand them I read every story and most of the poems that Sir Rudyard wrote. So I tried Kipling, but without success. His idiom and dialect were beyond the comprehension of my young Canadians. Next, without expecting an attentive audience, I introduced them to Joseph Conrad Korzeniowski.

I did so apprehensively because, though I am a



© Eva Luoma

wholehearted admirer of Conrad—having read all his novels, short stories, and essays—I have to admit that some of his descriptive passages are as formidably long as his name. I am almost idolatrous in my admiration of this amazing Pole who, born and brought up in Poland, speaking French, yet wrote in English. And *how* he wrote! (I wish I could tell you how he wrote, but of course I cannot do it. No one can—no one but Conrad himself.)

I hesitated to read the immortal Conrad to my uninhibited, barbarous young moderns because none of us honestly likes to hear criticism, brash and childish or informed and intelligent—or any criticism whatever—of our gods. Also I did not think the children's interest could be held through those discursive and descriptive paragraphs in Conrad's stories. (I have not attempted the tragic novels but have confined my reading to the long short stories.)

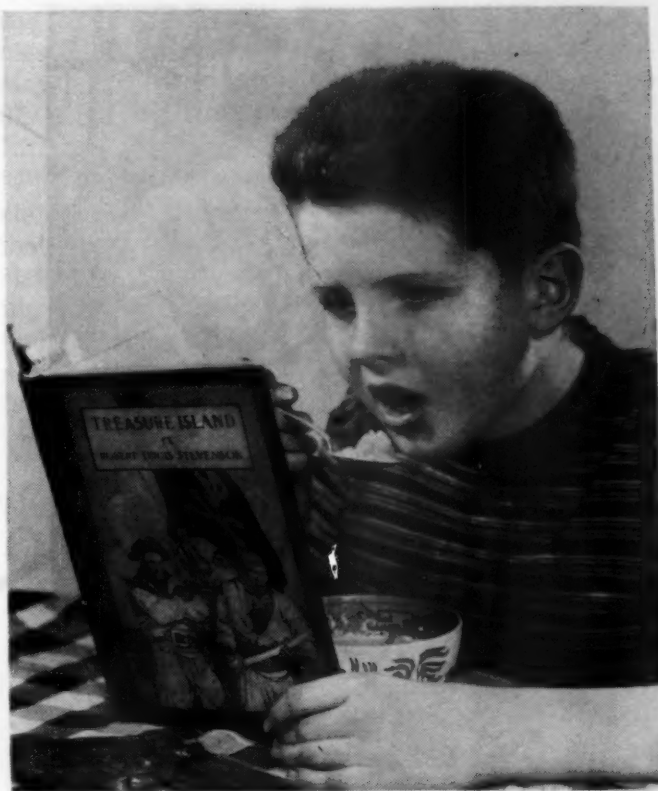
I hesitated, but I needn't have. Pat and John took to Conrad immediately. I think it is the wonderfully sustained suspense of the narratives that holds the children's interest. "What happens, Daddy?" asked Pat. "Do they all drown?" That was while I was reading *Typhoon*. I have read them the *Inn of the Two Witches*, the *Secret Sharer*, *Youth*, *Because of the Dollars*, and *Gasper Ruiz*. The last was a mistake; they are not old enough for tragedies. Few North Americans are, or our films would not have the same monotonous endings.

I should like to read *Freya of the Seven Isles* to John and Pat, but I realize they are still too young to understand this poignant love story which, in my opinion (dare I say it?), makes *Romeo and Juliet* appear unconvincing and drippy with sentiment.

Nothing Like a Good Yarn

HAVING READ aloud all of Conrad that I consider suitable, I am again having to search for literary material for these young but astonishingly discriminating minds. Love is taboo. Sentiment is out; it is quickly spotted and loudly condemned. I think the children show good taste here. Sentiment is so often false and is more revoltingly mushy than ever when it is read aloud.

What appeals most to every child is narrative. Breathless, exciting stories of adventure with plenty of suspense to hold their easily bored and too easily diverted interest. There are many of



© Ewing Galloway

these books, written especially for young people and beautifully bound and illustrated, to be had from any good library. If your children are too young to listen to the mature authors, the competent and interested librarian will advise you in your choice of books. However, I think one should always read literature a little beyond the child's full comprehension in order to enlarge his vocabulary and increase his understanding.

The great thing is that my children have learned how to listen. They have learned how to enjoy good books. Soon they will be able to follow Scott's long historical novels. John is reading Stevenson's *Kidnapped* to himself, so I must have done some good. The antidote to the corruption of the comics is taking effect.

This after-supper reading is not the boring chore I expected it to be. The sound of one's own voice, in one's own ears, is notoriously sweeter than the voice of another; otherwise we would not speak as often as we do. I have to admit that I really enjoy my few minutes of uninterrupted speech. Moreover, it is teaching me to enunciate, and, best of all, I am looking forward to rediscovering Dickens—with my children.

We should accustom the mind to keep the best company by introducing it only to the best books.

—SYDNEY SMITH



Show Your Child How To Be Good

GELOLO McHUGH

WHAT DO you do when your child behaves in ways that please you? How do you show approval, offer encouragement? When your three-year-old eats nicely, without spilling or messing, do you reward his performance by telling him how good he is? When your little girl or boy voluntarily shares a treat or makes you proud of his good manners, how do you let it be known that you appreciate such behavior? Are you likely to use that word "good" again? If so, you will neglect some better ways of reinforcing the personality traits that you want to promote.

Many mothers and fathers grossly overwork both "good" and "bad" in directing the social and emotional development of children. A child who eats in the proper manner will profit more from being told "That's the right way to eat and I like to see you eat that way" than he will from "You are so *good* to eat nicely."

On the question of manners, girls and boys really need opportunities to learn that these are forms of behavior that help us get along well with others. If they have suitable chances to do so, all children soon understand that "Thank you" and "Please" are used to build good will and reduce social friction. Instead of trying to train a child by telling him that he is good when he is polite or bad when he isn't, why not offer him reasons? Tell him that you like to hear him use "Please" and "Thank you" because it means he is learning to show others that he likes them.

Use the same reasons and the same procedures in helping a child learn generosity and social co-

operation. When a youngster acts generously, he should find out that there is much more to this kind of behavior than a glow of self-satisfaction. If he behaves this way only because he wants to be considered good, he will develop some unattractive, self-centered traits. Before children can become truly generous, they must discover that a treat really is more pleasant when shared with others. So why not guide growing minds in this direction?

Help Along the Way

WHEN A child lends his toys or gives away part of his candy, point out what fun it is to share things: "That's a fine way to enjoy your toys, isn't it?" By explaining that he is learning the best ways to be happy and by showing approval with look and with tone, a parent can furnish a child with understandable and logical reasons for continuing his desirable behavior.

And when the child discovers that he cannot share with all his friends because some of them have not yet learned to respect the property of others, he will not suffer unnecessary feelings of guilt over a failure to be good. He will be in a

DEFINITIONS of "good" and "bad" as applied to children have changed a great deal in the past few decades, but unfortunately some mistaken ideas still prevail. A little clear thinking is all we need to remove them, and a little clear-sighted action on a new and different basis will bring some surprising results.

position to understand that there are exceptions to the rule of generosity. Like his parents, he will know that as a sensible act of self-preservation he must sometimes refuse to share.

From their babyhood on, we must *show* our boys and girls better ways to grow into happy, well-adjusted persons in the world as it is. If we do this we will save them the necessity of making over their own personalities to fit practical social standards and human values generally.

Once mothers and fathers get away from the constant use of "good" and "bad" as means of guiding emotional and social growth, they discover that other means of recognition and reward are far more productive. If Jackie is told that he is helping Mother when he plays alone while she gets dinner, he is more likely to continue in this direction than if he were asked just to "be good." The child who is led to see that he and everyone else will have a better time at a party if he doesn't always try to be the center of attention is more likely to make real advances in this aspect of growth. Likewise the boy or girl who comes to realize that "we understand each other better if we take turns at talking" will be more likely to grow up a good conversationalist.

None of this is difficult. It is not hard to frame statements of approval without placing a value upon your child's whole worth to you by the inappropriate "You are so good" or "Be a good child." It is not at all hard to get into the habit of saying "I like that," "You are learning the right ways," and so on. When you disapprove, "I do not like that," "That is not the way to be happy," or "That is a wrong way to behave," will be far better than "You're a bad child."

Setting Values Straight

THE MAIN trouble with recognizing and evaluating behavior by telling a child that he is good is the fact that such an approach also evaluates the child. Perhaps the lad who will not play unless he is leader has had too much personal attention in earlier years and has been told too often how wonderful he is. Perhaps the girl who constantly wants to give gifts or the one who never asserts herself in a group is trying to prove she is good.

In later childhood and even in adulthood personality problems may also spring from the over-

use of the word "bad." The small child who messes and spills his food is not really bad. He may not yet be physically mature enough to handle his spoon with the skill he will develop later. Little boys and girls who do not always say "Please" and "Thank you" may not yet have had enough time to learn these social forms, or their mothers and fathers may not themselves be consistent in *showing how* to be polite. Before passing judgment on a child by telling him that he is bad when he behaves in a way that we do not admire, we would do better to discover the underlying reason for his doing the wrong thing.

Strength in Security

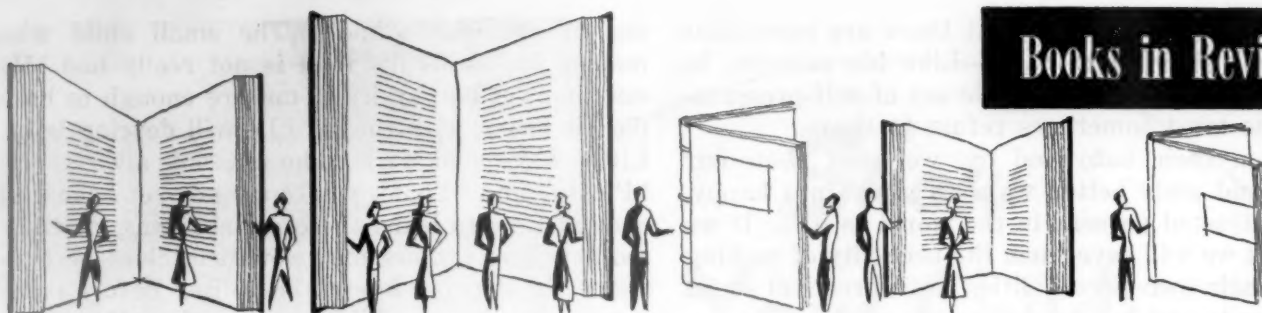
ON THE other hand, saying "You are good," without reference to any particular kind of



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behavior, is a splendid way to let a child know that he is loved for himself. "You are good" is an expression of his own worth to his parents, regardless of what he may sometimes do to displease them. Every child needs to feel that he is loved even when his behavior is not approved. "You are good" or "I like *you*" lets him know that he is loved for himself and promotes a sense of belonging and security. No parent can be truly helpful to a child's emotional and social development if he constantly evaluates the child's worth in terms of specific behavior. There is good and bad, of course, but why should we not *show our children* the best ways to be happy?

All who would win joy must share it; happiness was born a twin.—BYRON



Books in Review

HOW TO BE A BETTER SPEAKER. By *Bess Sondel*. Chicago: Science Research Associates, 1950. 39 cents.

MOST people dread having to make a speech because they fear they will look foolish when they forget—as they fully expect to forget—the words they planned to say. But Bess Sondel, who has trained scores of public speakers, insists that you should not try to memorize the words. Her advice is to have a clear idea of what you want to say and what you want the audience to feel about what you say. Then the words will come naturally as you talk, and with the inimitable persuasiveness of spontaneity.

This pamphlet emphasizes the cardinal principle of being yourself—and your best self—when you talk to ten or ten hundred people. In addition, it describes many of the proved devices for being at ease in public, tips for improving speech habits, and outlines to follow in organizing thoughts that will hold the interest of an audience.

Written and illustrated in a chatty, personal style, *How To Be a Better Speaker* informally reveals the secrets of a skill that is increasingly required for successful social living. Here is a little book that pays large dividends.

FAMILY LIVING. By *Evelyn Millis Duvall*. New York: Macmillan, 1950. \$2.60.

WHEN one reaches the teen years, along with a sudden consciousness of self comes a new awareness of the perplexities of personal relationships, together with a wistful desire to please. Mrs. Duvall, noted family life specialist, has listened to the urgent questions of thousands of boys and girls, and she has written the answers into this readable text for use in high school courses.

The book is divided into six units, each illuminated by anecdotes drawn from an intimate understanding of young people's problems. One unit tells just what it means to grow up physically, intellectually, emotionally, socially, and philosophically. Another explains what it takes to live democratically within the family. This leads into a discussion of how to win the liking of other people, especially members of the opposite sex. Dating skills and the advantages and disadvantages of "going steady" are clearly set forth. So too are valuable pointers, in still another unit, on how to prepare for successful marriage. A fifth section takes up the development of children, and a sixth considers the modern American family as an institution.

Planned for use in mixed classes of boys and girls, *Family Living* avoids matters that, as the author explains, in some communities are not "comfortably accepted for classroom treatment." Other members of the family

will learn from this book not only how to continue their own emotional growth but also how to advance the teenager's progress toward maturity.

THE EDUCATION OF FREE MEN: AN ESSAY TOWARD A PHILOSOPHY OF EDUCATION FOR AMERICANS. By *Horace M. Kallen*. New York: Farrar, Straus, 1949. \$5.00.

ARE YOUNG Americans being educated for freedom? According to this book they are not. Instead, from elementary school through college they are subjected to authoritarian influences that prolong emotional infancy and ill prepare them for responsible living.

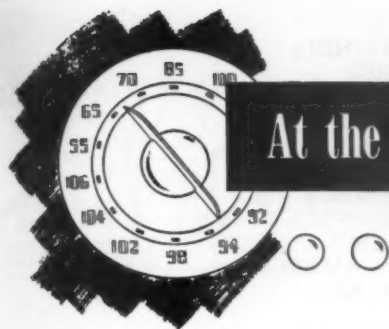
Dr. Kallen, chairman of the department of philosophy and psychology at the New School for Social Research, finds that inadequate recognition of the relationship between "living one's life and earning a living" is one of the most glaring defects of American education. He argues for "free communication and orchestration" in education as well as in society. His own definition of a liberal education is "one that frees each and all safely and happily to live and to move and have his personal being in fact or in idea among others of his choice."

Few thoughtful parents and teachers will challenge the need to educate our children for freedom, although many will not entirely agree with this or that portion of Dr. Kallen's diagnosis and prescription. *The Education of Free Men* is nevertheless a stimulating book—one of many recent works that seek to reevaluate the goals of American education in the light of twentieth-century society.

MAKING THE GRADE AS DAD. By *Walter and Edith Neisser*. Public Affairs Pamphlet No. 157. Public Affairs Committee, Inc., 22 East Thirty-eighth Street, New York 16, New York. 20 cents.

TO HIS children, this pamphlet points out, Dad represents not only all men but all the world outside the home. In their eyes he stands for competence and wisdom. His son looks upon him as an example of fatherhood; his daughter, as a pattern of maleness. For the emotional security of his children, therefore, it is imperative for Dad to like them and show that he likes them. So is it a part of his duty to give their mother loving support and understanding. As the children grow, a father's role changes, and eventually he, as well as the mother, must learn to let go gracefully.

Making the Grade as Dad is a wholesome reminder to left-out fathers and possessive mothers that children need two parents if they are to develop into well-balanced men and women.



At the Turn of the Dial

SELECTING radio and television broadcasts suitable for the home is at best a matter of personal judgment, unless recognized criteria are adopted and a competent jury chosen. I am one who rebels against the Anthony Comstocks of any generation, and that is why I have invited the assistance of others in recommending radio and television programs to the attention of our membership.

Any committee capable of selecting programs for the home and family should include both parents and teachers, both professional and lay broadcasters. I believe we have such a committee. Each of the following members is well qualified through practical experience as a broadcaster, as a parent-teacher worker, or as a student of listener discrimination and program standards. Each has been an active leader in efforts to bring wholesome radio and television programs into the home. Here is the roster of committee members:

Graydon Ausmus, radio and television chairman, Alabama Congress of Parents and Teachers, and manager, University of Alabama FM station, WUOA

Mrs. Joseph W. Eshelman, national chairman, action committee on comics, motion pictures, radio, and television, National Congress of Parents and Teachers

Mrs. Ruth Gagliardo, national chairman, Committee on Reading and Library Service, National Congress of Parents and Teachers

Mrs. Millard Halter, radio and television chairman, Missouri Congress of Parents and Teachers

Mrs. H. Otis Howgate, immediate past president, Parent-Teacher Association of Connecticut

Mrs. F. R. Kenison, radio and television chairman, Iowa Congress of Parents and Teachers

Madeline S. Long, radio and television chairman, Minnesota Congress of Parents and Teachers, and radio coordinator, Minneapolis Public Schools

Mrs. Elizabeth E. Marshall, radio and television chairman, Illinois Congress of Parents and Teachers, and director of the Chicago Public Schools radio station, WBEZ

Mrs. J. R. McCarthy, Wisconsin Association for Better Radio Listening

Mrs. L. E. Sutherland, radio and television chairman, California Congress of Parents and Teachers

Mrs. Keith E. Weigle, national chairman, Committee on Preschool Service, National Congress of Parents and Teachers

The National Congress action committee on comics, motion pictures, radio, and television recommends in its latest report that station managers and parents act cooperatively to develop wholesome program standards. In the same report, however, the committee suggests that as far as objectionable comic books are concerned, action against them may be taken at the source, through publishers and distributors.

THOMAS D. RISHWORTH

National Chairman, Committee on Radio and Television, and Director of Radio House, University of Texas

I am convinced that constructive, cooperative action is always desirable, especially in the radio and television field. Action of another type should be taken only when the broadcasters refuse to consider listeners' needs. It is then time to condemn publicly and specifically any and all offenders. Such time, it would seem, is rapidly approaching.

Recently it was my privilege to attend the annual convention of the National Association of Broadcasters. At that meeting Edgar Kobak, former president of the Mutual Broadcasting System, warned the industry that unless standards were voluntarily and honestly upheld by station managers, the resulting wave of public criticism might bring about further government regulation. Wayne Coy, chairman of the Federal Communications Commission, emphasized the ever increasing demand from listeners and viewers throughout America for an immediate examination of program standards.

A Commendable Code

TRUE, the National Association of Broadcasters has adopted standards for the industry, a code of ethics that should satisfy every parent and teacher. But these standards cannot be enforced. The broadcasters must accept them voluntarily, and the bold fact is that they are simply ignoring a code that was adopted by a majority vote of their own industry. Equally embarrassing is the fact that crime *does* pay on radio and television in terms of the advertiser's dollar. Bad taste in comedy *does* pay in sales of sponsored time.

This is not to condemn an entire industry. Network executives and leading station managers have again and again proved their sensitivity to the public interest. In an industry representing nearly three thousand radio broadcast, FM, and television stations, there are those who blatantly shout their determination to ignore the public. This is the problem of the broadcasters at large, a problem of self-regulation. And falling short of this, government regulation is bound to come.

Listen if you will to the frauds and quackery coming from some of our stations on the international border between the United States and Mexico—a new low in broadcasting. Then listen to such stations as KSL (Salt Lake City), WTMJ (Milwaukee), WFAA (Dallas), WNYC (New York), WCCO (Minneapolis), KNBC (San Francisco), WFIL (Philadelphia), KLZ (Denver), WTIC (Hartford), WMAQ (Chicago), WSB (Atlanta), and WOW (Omaha)—to mention only a few—and you have heard the best in radio listening. Why? Because these stations are operated by managers who see their work from the professional point of view, with a definable code of conduct. In law there are shysters. In medicine there are quacks. In broadcasting there are hawkers,

peddlers, and barkers. The day of the medicine show has returned to radio, and it is time for a big wind to blow the tents down.

The National Association of Broadcasters offers this as a code for children's programs:

Children's programs should be based upon sound social concepts and should reflect respect for parents, law and order, clean living, high morals, fair play, and honorable behavior.

They should convey the commonly accepted moral, social, and ethical ideals characteristic of American life.

They should contribute to the healthy development of personality and character.

There should be no appeals which urge children to purchase the product in order to keep the program on the air or which for any purpose encourage children to enter strange places or converse with strangers.

Here is a statement of principles—effective, direct, and honest. Let the broadcasters read it and observe it. We accept it, and on that basis we maintain that the following programs are representative of the best in listening and looking. They are available only over networks, and most of them will not be broadcast during the summer months. But in the opinion of the committee they are the programs most worthy of your attention for your home and your children.

RECOMMENDED RADIO PROGRAMS

For children in elementary school (J)
For high school youth (S)
For adults (A)

American Broadcasting Company (ABC)
Columbia Broadcasting System (CBS)
Mutual Broadcasting System (MBS)
National Broadcasting Company (NBC)

Sunday

Northwestern Reviewing Stand (S-A) (MBS)
NBC Symphony (S-A) (NBC)
Mr. President (J-S-A) (ABC)
NBC Theater (S-A) (NBC)
New York Philharmonic Symphony Orchestra (S-A) (CBS)
Quiz Kids (J-S-A) (NBC)
Juvenile Jury (J-A) (MBS)
University of Chicago Round Table (S-A) (NBC)
You Are There (J-S-A) (CBS)
Invitation to Learning (S-A) (CBS)
Mutual's Choral Series (J-S-A) (MBS)
People's Platform (S-A) (CBS)
American Forum of the Air (S-A) (NBC)
Harvest of Stars (J-S-A) (NBC)
Theater Guild on the Air (S-A) (NBC)
This Is Europe (S-A) (MBS)

Monday

Railroad Hour (S-A) (NBC)
Telephone Hour (S-A) (NBC)
Lux Radio Theater (S-A) (CBS)
Voice of Firestone (J-S-A) (NBC)
Breakfast Club (J-S-A) (ABC) *Monday through Friday*

Tuesday

Cavalcade of America (S-A) (NBC)
Gentlemen of the Press (S-A) (ABC)
America's Town Meeting of the Air (S-A) (ABC)
Carnegie Hall (J-S-A) (ABC)

Wednesday

Oklahoma Symphony Orchestra (S-A) (MBS)

Thursday

Author Meets the Critics (S-A) (ABC)
Hallmark Playhouse (J-S-A) (CBS)

Friday

The UN Is My Beat (S-A) (NBC)
Meet the Press (S-A) (NBC)
Capitol Cloakroom (S-A) (CBS)
The Goldbergs (J-S-A) (CBS)

Saturday

No School Today (J-S-A) (ABC)
Fred Waring Show (J-S-A) (NBC)
Junior Junction (J-S-A) (ABC)
Don Wright Chorus (J-S-A) (MBS)
Metropolitan Opera (S-A) (ABC)
Let's Pretend (J) (CBS)
Junior Miss (J-S-A) (CBS)
NBC Stamp Club (J-S-A) (NBC)
Archie Andrews (J-S-A) (NBC)
At Home with Music (S-A) (ABC)
American Farmer (J-S-A) (ABC)
Farm and Home Hour (S-A) (NBC)
Symphonies for Youth (J-S-A) (MBS)
Memo from Lake Success (S-A) (CBS)
United Nations Story (S-A) (CBS)
Cross Section, U.S.A. (S-A) (CBS)
Living—1950 (S-A) (CBS)
NBC Symphony Orchestra (S-A) (NBC)
Smiling Ed McConnell (J) (NBC)
Twenty Questions (S-A) (MBS)
Chicago Theater of the Air (S-A) (MBS)

RECOMMENDED TELEVISION PROGRAMS

American Broadcasting Company

Irene Wicker, the Singing Lady
America's Town Meeting of the Air
Twenty Questions
Paul Whiteman Teen Club

Columbia Broadcasting System

Candid Camera
The Goldbergs
Lucky Pup
Ford Theater

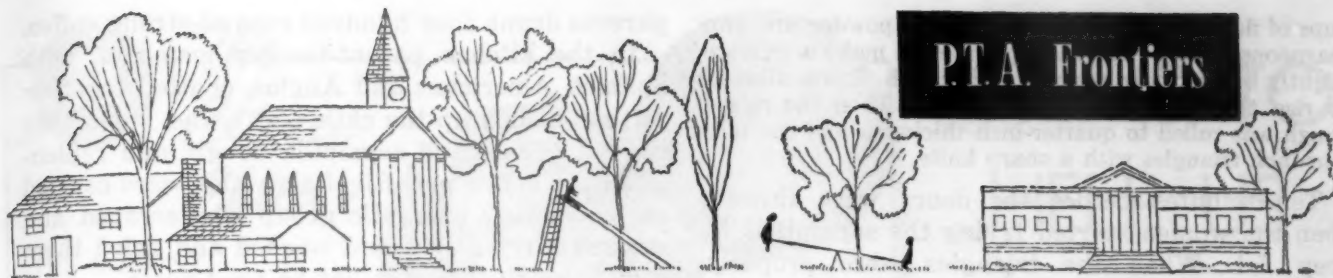
National Broadcasting Company

Howdy Doody
Kukla, Fran, and Ollie
Quiz Kids
We the People
Voice of Firestone
Aldrich Family

Listeners, Speak Up

It is hoped that in next year's *National Parent-Teacher* we may institute a regular service in which desirable programs for the family may be reviewed and evaluated. Meanwhile local parent-teacher associations everywhere are urged to develop a service of this type for their own communities. Let us remember that the listening habits of our children are formed within the home. Only through proper guidance and through sharing the listening experiences of the whole family may we begin to act constructively on this problem of wholesome broadcasting for our young people.

Both parents and broadcasters must divide the blame if proper programing standards are not observed. The good program deserves our wholehearted support. The bad program deserves our equally emphatic rejection. The silent treatment of six million radio receivers will soon convince the irresponsible broadcaster of our determination to eliminate offending programs. The loyal listenership of six million homes will soon convince the responsible broadcaster of our desire to support his efforts.



Recipe for a Playground

CLEAR profit: \$148.96. A group of hard-working parent-teacher members made this amount one evening and with it gave the pupils of the Mora Avenue School in Las Vegas, New Mexico, a playground. The membership of this brand-new P.T.A. consisted of fifty-eight men and women of mixed backgrounds and cultures, and their first job—as they saw it—was to provide equipment for the bare grounds of the Mora Avenue School.

They had little to encourage them in their enterprise. Years before, when public-spirited citizens of Las Vegas had tried to organize a P.T.A. for the benefit of the city, they had failed. People said there could be no cooperation in any community task because the mixed population groups—Spanish Americans and the so-called *Anglos*—would not work together. But the members of the Mora Avenue P.T.A. were determined to prove the calamity howlers wrong.

What sort of money-making project would be almost sure to succeed? Well, good food has an irresistible appeal, so why not have a Spanish supper, with tempting dishes prepared from fine old recipes? Some of the Spanish-American members agreed to make the *chile* and the *sopaipillas* (a special kind of fried bread). Other women offered to contribute the *frijoles* (Mexican pinto beans), salad, coffee, and cakes. Some of the men members had tickets printed, and everyone helped sell them. Approximately two hundred tickets were sold at seventy-five cents apiece.

The gala feast was to be held on February fourth in the basement of one of the churches. The P.T.A.

rented this space because it was centrally located, the kitchen was convenient, and the church had table service for eighty persons. Centerpieces for the long tables were made with the help of children from the different grades in the Mora Avenue School. Some had an entirely Spanish motif of gourds and tall candles ornamented with drippings of varied colors. Other tables had gay Spanish figures, and some were decorated in the spirit of St. Valentine.

On the afternoon of February fourth, while members of the serving committee were setting the tables, several women wept bitterly beside a dollhouse in the Sunday school nursery room. They were peeling onions for the vegetable salad.

In the kitchen thirty-seven quarts of pinto beans and bacon were being kept hot. The delicious, thick chile was made at home by a group of Spanish-American members. They had taken a string of mountain-grown dry red chile peppers, split them open, removed veins and seeds, and roasted them a few minutes in a hot oven. Then the tough, papery outer skin was taken off and the chiles were ground to powder in a food chopper. The five pounds of chile powder thus obtained were soaked for two hours in cold water. Several large cloves of garlic were added to the water and removed afterward. Next the chile was made into a thin gravy according to this recipe:

"For every cup of chile use a half cup of flour and a teaspoon of salt. Brown the flour and salt in hot vegetable oil as you would for gravy. Add the chile, then add water or soup stock as in gravy, stirring constantly. Bring to a boil and let thicken. Thin it to the right consistency. If the mixture is too peppery, add tomato juice. Last of all, add chopped beef (twenty pounds of it on this occasion)."

An hour before supper several other Spanish-American women began their expert work on the *sopaipillas*. They mixed sixteen



Rosalia Vigil and Mrs. Lillian Maestas, of the Mora Avenue School P.T.A., make delectable preparations for an unusual and highly successful supper.

cups of flour, eight teaspoons of baking powder, and two teaspoons of salt with enough water to make a mixture slightly heavier than pie or biscuit dough. It was allowed to rise thirty minutes after mixing. Then the raised dough was rolled to quarter-inch thickness and cut into four-inch triangles with a sharp knife.

Ten minutes before the doors were thrown open the women started frying the sopaipillas in deep fat. When the triangles were properly browned on both sides, they were removed carefully and drained on paper towels. Seven hundred and fifty-six sopaipillas were eaten during the supper!

A Project Makes History

WHEN THE townspeople entered, members of the serving committee seated them and gave each person a large bowl of the meat, chile, and frijole mixture. Beside the chile bowl on the dinner plate there was a generous helping of salad and a sopaipilla. The children had milk while their

parents drank four hundred cups of strong coffee.

In the kitchen parent-teacher members, both Spanish Americans and Anglos, chatted together as they dished up the chile and beans, stood over the hot grease and sopaipilla dough, and replenished the coffee pot. Rival activities were carried on by another energetic group who scraped and stacked dirty dishes and washed and dried them rapidly so that they might be used again.

Later, when they could all sit down and count up the proceeds, they found they had made a net profit of \$148.96. And all the Mora Avenue School P.T.A. members agreed that a few hours' hard work was very little to give for the swings and other playground equipment that would make life more pleasant for their children now and in the future. Moreover, history had been made in their own community. They had proved that people of different cultures can work together in complete harmony, that the *will to do* is the main thing.

—AUDREY SIMPSON

Iowa Thrives on a Three-Year Plan

ANew plan for state meetings, inaugurated in 1947 by the Iowa Congress of Parents and Teachers, is giving leaders a better understanding of parent-teacher policies, principles, and methods than ever before. Local units are making far wiser choices of projects, and work is more uniform.

This plan is a program that provides for a different type of annual meeting each year for three years—a leadership training institute the first year of a new administration, a parent education workshop the second, and a full-scale convention, inspirational in character, the third.

The idea began back in 1940. The Iowa Congress had always held its conventions biennially, coincident with the change in administration, but in that year the state bylaws were revised and the term of office was changed from two to three years. This called for an annual convention, although Iowa has only a few communities that are large enough to accommodate such a meeting.

Out of this and other problems the three-year plan was born. The matter of accommodations was taken care of when Iowa's state college and university agreed to provide housing, meeting rooms, and food for the meetings. However, war interfered with the plan, and not until the present administration could it be put into effect.

Success from the Start

THE ONLY drawback that could be foreseen was that the meetings would have to be held early

in September, so as to fit into the college and university schedule, and many parents might not wish to leave home during the first week of school. Yet on September 8 and 9, 1948, the largest group of parent-teacher members ever to attend a state meeting registered at Iowa State College for the short course in parent-teacher leadership—the first of the three-year series.

An outstanding feature was that of rotating workshops, in which the same information was given to leaders in all types of parent-teacher groups—unit, council, and district. One direct and immediate result of these unique workshops was a greater uniformity in the work throughout the state.

Time for the second part of the three-year plan rolled around just after the National Congress had begun its program of regional parent education workshops led by professional consultants. Iowa stepped into the program easily with its work conference in parent education leadership, held at the state university on September 6 and 7, 1949. Ethel Kavin, National Congress consultant in parent education for the Middle Western region, was the principal speaker.

Again, the results of this meeting were immediately noticeable in every part of the state. Not only has interest in parent education increased by leaps and bounds, but people seem to have a far better understanding of the parent education leader and her job.

In this, the last year of the three-year plan, an anniversary convention will be held at Des Moines, birthplace of the Iowa Congress. Here, at the end of its fiftieth year, the congress will elect new officers and set up a second three-year plan to continue its half-century tradition of great work in a great cause.

—JO ANN BRECKENRIDGE



The Citizen Child-

HIS DESTINY,
A FREE WORLD



FILMS TO HELP US LEARN

IN OUR day the appeal of the visual has become almost universal. Therefore it is fitting that parents and teachers should be able to enjoy, and to benefit from, some of the fine educational films that are now abundantly available. These films clearly demonstrate the work to be done in our homes, our schools, and our communities to prepare the citizen child for his destiny in a free world.

The following list was compiled by three state chairmen, each of whom is well known for his professional work in the field. They are W. R. Fulton of the University of Oklahoma, John R. Hedges of the State University of Iowa, and Charles Milner of the University of North Carolina.—BRUCE E. MAHAN, dean, *Extension Division, State University of Iowa, and national chairman, Committee on Visual Education and Motion Pictures.*

Child Care and Guidance

Baby Meets His Parents. *Encyclopaedia Britannica Films, 11 minutes, sound.* How personality begins to emerge in the first year of a baby's life and how proper parental care helps the child develop desirable social habits.

Children Growing Up with Others. *United World Films, 33 minutes, sound.* Deals with the problem of achieving a balance in the child between individualism and cooperativeness.

Children Learning by Experience. *United World Films, 44 minutes, sound.* A study of children as they go about absorbed in their own affairs, learning, practicing simple skills, and striving to understand the world around them.

Choosing Your Occupation. *Coronet Instructional Films, 11 minutes, sound.* Self-appraisal, occupational possibilities, the preparation required for each, and guidance facilities available are a few of the matters dealt with in this film.

English Children. *Encyclopaedia Britannica Films, 11 minutes, sound.* American youngsters will enjoy observing English children at school, at play, at home, and on a seaside holiday.

Finding the Right Job. *Coronet Instructional Films, 11 minutes, sound.* Actual facts in the problem of finding a job.

Helping the Child To Accept the Do's. *Encyclopaedia Britannica Films, 11 minutes, sound.* How the little child meets a world defined by the "do's."

Helping the Child To Face the Don'ts. *Encyclopaedia Britannica Films, 11 minutes, sound.* How the child meets a world filled with "don'ts" and how he reacts to them in his own way.

Let's Play Fair. *Coronet Instructional Films, 11 minutes, sound.* Sharing, taking turns, and obeying rules are some of the basic elements of fair play depicted in this picture.

Life with Baby. *Encyclopaedia Britannica Films, 18 minutes, sound.* An outline of definite standards of development for children from infancy to six years of age.

Sharing Work at Home. *Coronet Instructional Films, 11 minutes, sound.* Demonstrates the necessity for everyone to do his share of the work in a well-managed home.

Shy Guy. *Coronet Instructional Films, 12 minutes, sound.* Shows how fellow students and parents can help the adolescent "shy guy" to become adjusted.

You and Your Child. *U.S. Department of Agriculture, 10 minutes, sound.* A film designed to help parents understand children.

Youth in Crisis. *March of Time, 22 minutes, sound.* Supervised playgrounds, night clubs for teen-agers, and improved school facilities help in solving problems of juvenile delinquency.

Citizenship

America the Beautiful. *Teaching Film Custodians, 20 minutes, sound, color.* A moving pageant of the wild beauty, farms, cities, industries, and people of America.

Are You a Good Citizen? *Coronet Instructional Films, 10 minutes, sound.* Depicts the duties of a good citizen.

Boundary Lines. *International Film Foundation, 11 minutes, sound.* An unusual and stimulating film that shows how discrimination begins, how such discrimination gets out of hand, and the attitudes that must be cultivated to keep it in check.

Boy in Court. *National Probation Association, 11 minutes, sound.* Contrasts effective and ineffective methods of dealing with juvenile delinquents.

Brotherhood of Man. *International Film Foundation, 11 minutes, sound.* Emphasizes that all races are closely related.

Developing Leadership. *Coronet Instructional Films, 11 minutes, sound.* This film will help to develop leadership qualities in everyone who sees it.

Discussions in Democracy. *Coronet Instructional Films, 11 minutes, sound.* A typical group of students learn the importance of discussions in democracy.

Don't Be a Sucker. *Castle Films, 24 minutes, sound.* How racial and religious intolerance can divide and weaken a nation.

Law and Social Control. *Coronet Instructional Films, 10 minutes, sound.* This film points out the three broad areas of social control: customs, moral codes, and laws.

Lessons in Living. *Brandon Films, 22 minutes, sound.* Describes a school project that involves the whole village.

Oklahoma Boys' State. *Oklahoma University, 10 minutes, sound.* Procedures at the camp of the Oklahoma Boys' State.

World We Want To Live In. *National Conference of Christians and Jews, 10 minutes, sound.* Charles Evans Hughes, Alfred E. Smith, Eddie Cantor, and Wendell Willkie speak out for greater understanding and cooperation in religious and racial problems.

Education

American Teacher. *March of Time, Forum Edition, 15 minutes, sound.* Helping students learn to think is as important a part of the teacher's job as giving them factual knowledge.

It's All Yours. *Teen-Age Book Club, 11 minutes, sound.* Outlines the advantages of reading, and suggests the library as a source of information.

Learning To Understand Children (Part I). *McGraw-Hill Book Company, 21 minutes, sound.* Presents a case study of Ada Adams, an emotionally and socially maladjusted girl of fifteen.

Learning To Understand Children (Part II). *McGraw-Hill Book Company, 23 minutes, sound.* A continuation of the case study of Ada, in which her teacher develops remedial action.

Life Begins. *Encyclopaedia Britannica Films, 60 minutes, sound.* Stresses infant hygiene and treats many phases of infant behavior. Of special value to groups interested in child care.

Life with Junior. *March of Time, Forum Edition, 18 minutes, sound.* The camera picks up Junior at the start of a typical day

and follows him through his sketchy ablutions, a wolfed breakfast, and dawdling trip to school.

Near Home. *British Information Services, 30 minutes, sound.* How school children of a small English town, under the capable but unobtrusive guidance of their teachers, embark upon a project to learn more about their community.

Nobody's Children. *March of Time, Forum Edition, 17 minutes, sound.* Shows the dangers in lax adoption procedures and outlines the more advanced methods.

Pop Rings the Bell. *National School Service Institute, 23 minutes, sound.* Designed to show how education is an investment for the entire community.

The Sixth Chair. *National School Service Institute, 20 minutes, sound.* A sequel to *Pop Rings the Bell*.

Teachers' Crisis. *March of Time, Forum Edition, 17 minutes, sound.* Points out the necessity for making teaching a well-paid, respected profession.

Three A's. *British Information Services, 22 minutes, sound.* Explains how the age, ability, and aptitude of each child must be taken into account to assure him the best possible education.

Willie and the Mouse. *Teaching Film Custodians, 11 minutes, sound.* A comparative study showing how mice are trained by sight, sound, and touch. An analogy is drawn suggesting use of these various approaches in teaching children.

Health

Attitudes and Health. *Coronet Instructional Films, 11 minutes, sound.* Shows how wrong attitudes can keep individuals from doing their best and can even cause severe physical illness.

Body Care and Grooming. *McGraw-Hill Book Company, 17 minutes, sound.* Emphasizes the social advantages of a clean, healthy appearance and recommends daily habits to improve personal hygiene.

Defending the City's Health. *Encyclopaedia Britannica Films, 11 minutes, sound.* Shows the work of a model city health department.

Dental Health: How and Why. *Coronet Instructional Films, 11 minutes, sound.* This film demonstrates clearly and interestingly measures for care of the teeth and mouth.

Feeling of Rejection. *National Film Board of Canada, 22 minutes, sound.* A visual case history of an emotionally maladjusted young woman, showing how childhood conditions contribute to her failure to develop into a self-reliant adult.

Joan Avoids a Cold. *Coronet Instructional Films, 11 minutes, sound.* Stresses the ways that teachers, parents, and school health authorities can help to minimize colds among children.

Kids Must Eat. *U.S. Department of Agriculture, 15 minutes, sound.* How a community can have a school lunch program.

When Bobby Goes to School. *Mead Johnson and Company, 22 minutes, sound.* Presents the advantages of giving a child a physical checkup before starting school.

You're the Doctor. *American Hospital Association, 17 minutes, sound.* The story of the hospital from the early days of medicine to the modern institution.

Human Relations

Act Your Age. *Coronet Instructional Films, 15 minutes, sound.* A principal tries to solve the problem of why some students of fifteen and sixteen still act like five-year-olds.

Are You Popular? *Coronet Instructional Films, 11 minutes, sound, color.* Familiar teen-age social situations—some of the problems that arise and practical solutions.

Dinner Party. *Simmel-Meservey, 23 minutes, sound, color.* A personal yet workable approach to table etiquette.

Families First. *New York State Youth Commission, 17 minutes, sound.* Portrays the happiness to be gained from a well-managed home and outlines a program for achieving such happiness.

A Family Affair. *Teaching Film Custodians, 18 minutes, sound.* This is a discussion film giving two sides of a family matter.

The Family—An Approach to Peace. *March of Time, 17 minutes, sound.* This film contrasts the popular conceptions of life in foreign lands with life as it actually is around the globe.

How Do You Do. *Young America Films, 15 minutes, sound.* A dramatic reminder that one may enjoy life more by being sure of himself in social situations.

Junior Citizen. *Gateway Productions, 19 minutes, sound.* Shows how our progressive schools have become aware of the importance of good citizenship in our democracy and describes the role these schools are playing in its development.

Junior Prom. *Simmel-Meservey, 22 minutes, sound, color.* Friendly, personal instruction in matters of dress, conversation, introductions, and general date conduct for young people.

Make Way for Youth. *Association Films, 22 minutes, sound.* Shows how high school boys and girls learn to help themselves, and incidentally everybody in the town, through developing a youth council.

Penny's Worth of Happiness. *A. F. Films, 15 minutes, sound.* Portrays displaced children from many parts of the world as they enjoy a vacation in Switzerland.

Picture in Your Mind. *International Film Foundation, 15 minutes, sound, color.* An effective animated film that will be useful to all groups interested in intergroup relations.

Playtown U.S.A. *Association Films, 22 minutes, sound.* A dramatized story that shows how all the local public and the voluntary agencies can organize to promote community recreation.

Problem Children. *Ohio State University, 20 minutes, sound.* A film about two children and how their personalities are affected by their relationships in home and school.

Stranger at the Door. *Family Films, 20 minutes, sound.* A teen-age son of a refugee family reveals how his Christian upbringing is the means of establishing roots in his new homeland.

You and Your Family. *Coronet Instructional Films, 11 minutes, sound.* Designed to help the audience discuss how young people and their parents should act toward one another.

You and Your Friends. *Association Films, 11 minutes, sound.* This film invites the audience to observe critically the conduct of the participants in a teen-age party in order to evaluate various types of behavior.

You and Your Parents. *Coronet Instructional Films, 15 minutes, sound.* There is perhaps no more vexing problem for parents and teen-agers than that of parental authority. This film is a case study showing the solution of one situation.

Recreation

Leaders for Leisure. *Association Films, 20 minutes, sound, color.* Intended for community recreation leaders, this picture points out the importance of good leaders if a recreation program is to be successful.

Thousand Dollars for Recreation. *Association Films, 12 minutes, sound, color.* Depicts outstanding accomplishments in community recreation in two American towns.

Safety

Chance To Lose. *Chrysler Sales Corporation, 10 minutes, sound.* Promotes safe driving in a thrilling way, with valuable tips for drivers.

Heads Up. *William J. Ganz Company, 24 minutes, sound.* Shows ways to avoid common swimming hazards and describes lifesaving methods.

Highway Mania. *RKO-Radio Pictures, 17 minutes, sound.* Illustrations of accidents show the dangers of reckless driving.

On Two Wheels. *Jam Handy Organization, 10 minutes, sound.* Tells how to ride a bicycle safely.

Playground Safety. *Coronet Instructional Films, 11 minutes, sound.* Stresses three basic rules for improving playground safety.

Safe Living at School. *Coronet Instructional Films, 11 minutes, sound.* How to achieve safe living at school by emphasizing courtesy, good housekeeping, skillful and correct actions.

Safety in the Home. *Encyclopaedia Britannica Films, 11 minutes, sound.* Points out the frequency of home accidents and how to avoid them.

Safety to and from School. *Young America Films, 10 minutes, sound.* Emphasizes value of safety patrols and the helpfulness of the police. Tells how, when, and where to cross streets.

Teach Them To Drive. *Pennsylvania State College, 16 minutes, sound.* Shows the results of careless driving and the value of school and community classes in driving and traffic safety.

When You Are a Pedestrian. *Progressive Pictures, 11 minutes, sound.* An educational film showing the causes and results of poor pedestrian habits.

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• Many of these films can be obtained from your state university or state college. For further information consult with your local parent-teacher chairman of visual education and motion pictures.

Looking . . .

INTO LEGISLATION



ETHEL G. BROWN

National Chairman, Committee on Legislation

THE International Labor Organization, familiarly called ILO, is the only major international organization to survive those created after World War I. Founded in 1919, ILO now is a specialized agency of the United Nations and has sixty member nations, including the United States. Among the major powers Russia is the only nonmember. Several nations not members of UN are members of ILO, however: Austria, Finland, Ireland, Italy, and Switzerland, for example.

Four delegates from each member nation—one selected by management, one by labor, and two from government—attend the annual ILO conference, where international labor standards, covenants, and conventions are adopted and revised. The conference also elects the governing board that directs the activities of the staff, known as the International Labor Office. This office acts as a clearinghouse for information on pre-service and in-service worker training; collects and distributes data concerning labor and industrial problems, including labor supply and demand in relation to migration; supplies technical advice on drafting labor legislation and formulating administrative procedures; and performs other services of value to employers and workers. At a recent conference, a representative of management referred to ILO as a "powerful instrument for progress, democracy, and peace."

By May 1949 ILO conferences had adopted ninety conventions and eighty-three recommendations. These were referred to member governments for ratification. The conventions cover ground that is quite familiar to Americans, including standards for wages and hours, child labor, recruitment and employment, industrial safety and health, and social insurance. The child labor provisions set the minimum age at fifteen for industrial and nonindustrial employment and on the high seas, and at fourteen for agricultural employment.

Ratification in the United States

THE United States joined the ILO in 1934. Since that time what might at first be considered a poor record in regard to ratification of ILO conventions is largely explained by the nature of our government. Of the ninety conventions the United States has ratified five dealing with maritime labor standards, an area in which the federal government has primary jurisdiction. Most of the other conventions deal with subjects within the jurisdiction of the state governments. In 1947 the ILO constitution was amended to recognize the role of the states in this and other countries having a federal-state system of government.

It is the obligation of our government to transmit to the states conventions appropriate for state action; con-

fer with the states about these; and report to ILO (1) the extent to which federal and state practice meets the standards or (2) action taken to bring existing practice into line with the conventions. Within eighteen months after their adoption, new or revised conventions are sent to the states by the U.S. Department of Labor. In addition, the department holds conferences with state authorities to explain the conventions, explore the extent of state conformance, and discuss avenues for improvement.

Three Current Conventions

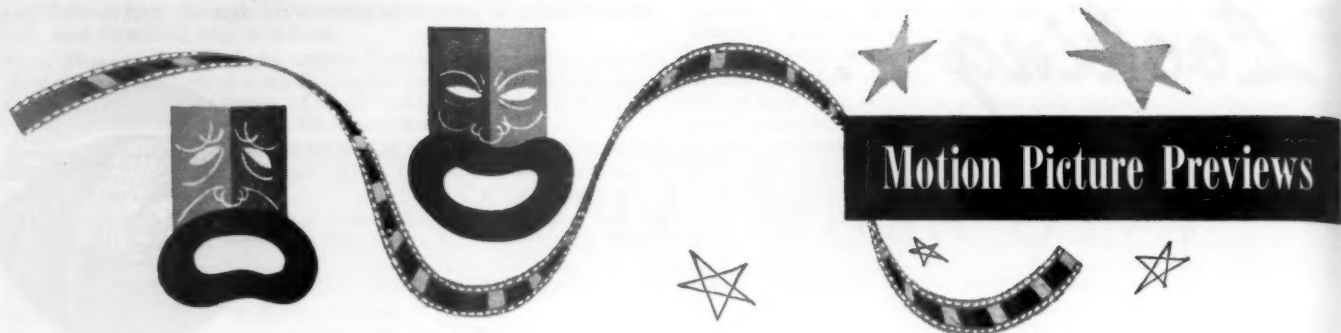
AT THE present time the Labor Department, through representatives of the Women's Bureau and the Bureau of Labor Standards, is holding conferences with state labor commissioners and their staff members to discuss three conventions—those dealing with industrial labor inspection, nightwork for women, and nightwork for young persons employed in industry (Convention Number 90).

The latter convention covers mines and quarries; manufacturing, including laundries and dry-cleaning establishments; shipbuilding; the generation, transformation, or transmission of electricity or other motive power; building and civil engineering work, including demolition; and transportation of passengers or goods by road or rail, including handling goods at docks, wharves, quays, warehouses, or airports. Young persons under sixteen years of age are prohibited from working at night, a period defined as at least twelve consecutive hours, including the hours between 10 p.m. and 6 a.m. For youth between the ages of sixteen and eighteen work is prohibited for twelve consecutive hours including a period of seven consecutive hours between 10 p.m. and 7 a.m. Thus the state law might set the prescribed period at 10 to 5, 11 to 6, or 12 to 7. In other words, minors may not be employed on the "swing shift."

Desirable Minimum Standards

WHAT protection for young workers does your state law provide? Two helpful articles on the subject of the employment of minors in this country are "Child Labor and the Law" by Maurice J. Tobin in the April issue of the *National Parent-Teacher* and "Child Labor Laws, Passed and Bypassed?" by Sol Markoff in the March issue of *The Child* (Children's Bureau publication).

As said before, the subject matter of the ILO conventions is not new to us, and we find that some of the standards are lower than those set by a number of our federal and state laws. General acceptance of these minimum standards, however, will mean better working conditions for thousands of persons who look to ILO for assistance in improving their lot.



Motion Picture Previews

PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES,
MOTION PICTURE CHAIRMAN OF THE CALIFORNIA
CONGRESS, WITH THE ASSISTANCE OF HYPATIA GORDON
PARVIS, REPORT CHAIRMAN

JUNIOR MATINEE (From 8 to 14 years)

Beware of Blondie—Columbia. Direction, Edward Bernds. Another of the Blondie and Dagwood series—wholesome adventures in nonsense enhanced by the exceptionally clever acting of the dogs. Well-sustained interest, natural humor, and ingenious situations provide some good chuckles on a double feature program. Cast: Penny Singleton, Arthur Lake, Larry Sims, Marjorie Kent.

Adults	14-18	8-14
Amusing	Good	Good

Comanche Territory—Universal-International. Direction, George Sherman. Some beautiful color sequences and good riding are points of interest in this western, which portrays episodes from the life of Jim Bowie, creator of the bowie knife. Jim is a rugged, two-fisted man of the plains, with a great deal of common sense and a knowledge of Indian manners and customs. When called into action he is equally at ease with fists, knife, or words. As further evidence of his prowess, he does not deign to carry a gun. Maureen O'Hara plays Katie, the feminine lead, with two fists also, but she is better suited to the dignity of more womanly roles. The plot entails the efforts of Jim Bowie to keep a dastardly brother of Katie's from cheating the Comanches out of a rich silver deposit on their reservation. The Comanches are saved by Katie, who discovers her brother's plan just in time to make a fast run to the Indian village with the firearms that he had obtained from them by trickery. Good fare for the family that enjoys westerns. Cast: Maureen O'Hara, Macdonald Carey, Charles Drake, Will Gee.

Adults	14-18	8-14
Good western	Good	Good

Curtain Call at Cactus Creek—Universal-International. Direction, Walter Scharf. Here is escapist entertainment at its best, or worst, depending upon whether one likes hokum and "corny" vaudeville in western stories. Both are played for all they are worth, with tongue in cheek, by a cast of top performers. The action is laid in the Far West in the days when traveling troupes of entertainers gave the people melodrama, songs, dances, and hearty laughter. The story is of no consequence. The film will be seen, will provoke laughter, and then be immediately forgotten. Cast: Donald O'Connor, Gale Storm, Walter Brennan, Vincent Price, Eve Arden.

Adults	14-18	8-14
Good for a laugh	Yes	Yes

The Fighting Stallion—Eagle-Lion. Direction, Robert Emmett Tansey. A western with a new twist to the plot and an agreeable relief from the usual gunplay. This story tells how a man and a horse triumph over despair. A young soldier who is going blind returns to his beloved Wyoming and reprieves a horse that has been condemned to die because of its mean disposition. Eventually, as love, confidence, and understanding develop between man and horse, the soldier begins to build

a new life. Cast: Bill Edwards, Doris Messick, Forrest Taylor.		
Adults	14-18	8-14
Good	Excellent	Excellent

Ma and Pa Kettle Go to Town—Universal-International. Direction, Charles Lamont. In this farce-comedy, a rollicking episode in the Ma and Pa Kettle series, the antics of Ma and Pa are the main attraction. The slight plot has to do with gangsters trying to have unsuspecting Pa transport a bag full of currency. The direction is smooth and the film makes excellent escape entertainment. Cast: Marjorie Main, Percy Kilbride, Richard Long, Meg Randall.

Adults	14-18	8-14
Amusing	Yes	Yes

Operation Haylift—Lippert. Direction, William Berke. A dramatic semidocumentary film depicting the work of the Air Force a year ago last winter when they brought hay to the snow-bound cattle of the western plains. There is a pleasant story about plain, everyday people who keep the wheels moving and are ready with the courage necessary to meet any emergency. Shots of cargo planes in operation are particularly interesting. Cast: Bill Williams, Anne Rutherford, Tom Brown, and the men of the United States Air Force.

Adults	14-18	8-14
Excellent	Excellent	Excellent

Riding High—Paramount. Direction, Frank Capra. A musical retelling of the race-track story *Broadway Bill*, with some old and several new songs for Bing Crosby. The pathetic and dramatic climax, in which the horse gives his last ounce of strength to win the race, is supposed to be based on an actual occurrence. Frank Capra has told the story in his usual style, which in this case produces a film good for the whole family and excellent entertainment for race-track fans, who will long remember the pounding race and the valiant winner. Cast: Bing Crosby, Coleen Gray, Charles Bickford, Frances Gifford.

Adults	14-18	8-14
Good	Yes	Yes



Donald O'Connor makes an embarrassing introduction in *Curtain Call at Cactus Creek*.

The Yellow Cab Man—MGM. Direction, Jack Donohue. A zany, cops-and-robbers comedy in the usual Red Skelton style, only more so. It is the story of a young man who is what the insurance companies and psychiatrists call an "accident prone" person, though his hobby is inventing safety devices. The picture concerns itself with his latest invention, unbreakable "elastiglass." One ridiculous situation after another—some funny, some just silly—carries this farce to a hilarious but rather destructive climax. Skelton fans will love it, but others will find its inanity tiresome. It is not objectionable for children or young people, who will probably enjoy it far more than most adults. Cast: Red Skelton, Gloria de Haven, Walter Slezak, Edward Arnold, James Gleason.

Adults 14-18 8-14
Mildly amusing Yes Yes

FAMILY

(Suitable for children if accompanied by adults)

Cargo to Capetown—Columbia. Direction, Earl McEvoy. An excellent adventure film that takes place on an old oil tanker. The captain is a young navy hero, and the crew has been shanghaied from a water-front bar during a brawl. The main purpose of the picture seems to be to tell a good story, which it does with excellent photography, well-laid scenes, and fast action. Good for all ages, but because of the tension and suspense young children should be accompanied by adults. Cast: Broderick Crawford, John Ireland, Ellen Drew, Edgar Buchanan.

Adults 14-18 8-14
Excellent Excellent Good though exciting

Cheaper by the Dozen—20th Century-Fox. Direction, Walter Lang. This delightful comedy, photographed in color, is adapted from the popular book of the same name. It is the true story of an American family of twelve children. The time is the early twenties, and the story is told from the viewpoint of the eldest daughter. The father, an efficiency expert, trains his children to share in the responsibilities of the home. He sees the family as an all-inclusive group brought under one master plan, whereas the mother sees each child as an individual. Together they make a well-balanced team. The story follows the book very closely, and most of it is told in a lightly amusing vein. The final scenes of the father's death might prove too emotional for young children not accompanied by their parents. Cast: Clifton Webb, Myrna Loy, Jeanne Crain, Betty Lynn.

Adults 14-18 8-14
A must for all parents Yes Yes

Colt .45—Warner Brothers. Direction, Edwin L. Marin. A routine western based on these lines: "A gun, like any other source of power, is a force for either good or evil, being neither in itself but dependent upon those who use it." Badman Brett steals a pair of Colt repeating pistols from handsome Steve Farrell and sets out to terrorize the neighboring country, staging holdups and robberies right and left. Hero Farrell, with the aid of sprightly Beth Donovan and a tribe of Indians, finally catches up with the villain and restores law and order. Zachary Scott makes a good villain, while Chief Thunder Cloud and his men enliven many exciting sequences. Beautiful scenery, fine horsemanship, and too much shooting mark a film made unusually attractive by excellent color photography. Cast: Randolph Scott, Ruth Roman, Zachary Scott, Lloyd Bridges, Ian MacDonald, Chief Thunder Cloud.

Adults 14-18 8-14
Fair Fair Fair

Gay Lady—Eagle-Lion. Direction, Brian Desmond Hurst. This British film is a gay musical of the Victorian era. The story opens as a little girl visits the theater with her father on her birthday. She resolves to go on the stage and promptly wins an amateur contest. As the years pass she advances from a music-hall singer to one of the Gaiety Girls. Although she has previously been in love with a balloonist, she marries a duke and after a time is accepted by his family. Her marriage brings a few complications, but they are finally worked out and all ends happily. The color photography enhances the pomp and festiveness of the time. The musical score by the Royal Philharmonic Orchestra is splendid, and the cast is well chosen. At times the pace is rather slow, but it is all light, enjoyable entertainment, though of little interest to children. Cast: Jean

Kent, James Donald, Hugh Sinclair, Andrew Crawford, Lana Morris, Bill Owen.

Adults 14-18 8-14
Light entertainment Yes Little interest

The Lawless—Paramount. Direction, Joseph Losey. Circumstantial evidence almost brings about the conviction of an innocent boy before a community, known as "The Lawless," is awakened to the spirit of friendliness and brotherly love that it had lost. Action centers around a riot that is precipitated when a crowd of town boys crashes the fruit-pickers' dance. Careless editing and a prolonged melodramatic man hunt weaken the story, which makes the point of a community's responsibility for its young people. Cast: Macdonald Carey, Gail Russell, John Sands, John Hoyt.

Adults 14-18 8-14
Good Good Possibly

Tarnished—Republic. Direction, Harry Keller. This is the story of a former black sheep who returns from war a reformed character but cannot convince his small town of the change. How he vindicates the faith of a girl who loves him and is finally accepted by the townspeople and the girl's father makes an interesting story. Cast: Dorothy Patrick, Arthur Franz, Barbara Fuller, James Lydon.

Adults 14-18 8-14
Interesting Fair Exciting

ADULT

The Asphalt Jungle—MGM. Direction, John Huston. The title adequately describes this crime-does-not-pay picture, which depicts those unsavory characters who, as the police commissioner says, "roam the underworld of a large city like beasts of prey." There is good acting and good character interpretation as the robbery of a large jewelry company is planned, executed, and finally foiled. Yet the film has little to recommend it from the entertainment point of view, except perhaps for people who have a special interest in crime pictures. Although every criminal is either apprehended or killed, the ethics are confused throughout most of the story, and the lesson learned is not worth the struggle. Cast: Sterling Hayden, Louis Calhern, Jean Hagen, James Whitmore, Sam Jaffe, John McIntire.

Adults 14-18 8-14
Matter of taste No No

Bright Leaf—Warner Brothers. Direction, Michael Curtiz. The oft-told tale of a young man's rise to power and riches and his ultimate destruction by them is once again repeated here. It is the story of the invention and success of a cigarette-making machine, told with clichés and trite situations. Obviously in an attempt to make his story more interesting, the director has resorted to implied situations and innuendoes. Cast: Gary Cooper, Lauren Bacall, Patricia Neal, Jack Carson.

Adults 14-18 8-14
Matter of taste No No

Caged—Warner Brothers. Direction, John Cromwell. An intensely moving and realistic picture of a woman's penitentiary, with interest centering around a nineteen-year-old girl who has been committed for aiding her husband in an armed robbery. The story concerns the girl's struggle to maintain her natural integrity and her desire to "go straight" under the dehumanizing conditions of prison life. Eleanor Parker in the leading role does a good job of character delineation, and both the brutal matron and the sympathetic warden are excellently portrayed. This film should help the public to understand how low budgets, venality, and graft in our penal system not only prevent rehabilitation but actually develop criminals. If you liked *Lost Week End* and *The Snake Pit*, you will like *Caged*. Cast: Eleanor Parker, Agnes Moorhead, Ellen Corby, Hope Emerson.

Adults 14-18 8-14
Yes Mature No

The Damned Don't Cry—Warner Brothers. Direction, Vincent Sherman. A murder mystery, told in flash back, reenacts the period of a young woman's life in which she rises from poverty to become the leader of a fashionable social set as well as a dominating member of a criminal syndicate. The fact that in

the end this amoral woman decides to return to her parents and her simple home does not counteract the low ethical values that permeate all the rest of the film. Cast: Joan Crawford, David Brian, Steve Cochran, Kent Smith, Hugh Sanders.

Adults	14-18	8-14
Well produced	No	No

The House by the River—Republic. Direction, Fritz Lang. Here is a murder story that sustains its terror and horror to the very end. It is the tale of two brothers, one of whom murders a girl. The other becomes an accomplice by helping to dispose of the body and through circumstantial evidence is suspected of the crime. The murderer attempts other killings before he meets with violent death. The film is well written and acted. Cast: Louis Hayward, Lee Bowman, Jane Wyatt, Dorothy Patrick.

Adults	14-18	8-14
Matter of taste	No	No

Il Trovatore—Cinema Distributors. Direction, Carmine Gallone. Verdi's opera, replete with both original and added gory details, is produced in such a fashion as to impress upon us the beautiful arias for which it is famous. The story tells of a gypsy who sees her mother wrongfully accused as a witch and burned at the stake and thereupon dedicates her life and that of her son to revenge. She embarks upon this career by contriving a similar death for the infant twin son of the same royal family, with the consequence that the surviving brother, target of her vengeance, likewise dedicates himself to avenging his brother. The series of tragedies ends with an age-old dramatic twist. Certain spoken narration, substituted for the usual singing sequences, tends to add plausibility to the tale. Music lovers will probably ignore some faulty "dubbing" and other mechanical defects in favor of the superb singing that distinguishes the film as a whole. Cast: Enzo Mascherini, Vittorina Colonello, Gianna Pederzini.

Adults	14-18	8-14
Good of the type	Fair	No

No Sad Songs for Me—Columbia. Direction, Rudolph Mate. This absorbing and emotional drama unfolds in a small suburban town. The story concerns a young wife who discovers she has advanced cancer and only a few months to live. She is first rebellious and then stunned at the news, moving as in a dream.



Marjorie Main and Percy Kilbride in *Ma and Pa Kettle Go to Town*.

As the days pass she finds a certain peace in the realization that what really matters is how we live and not how long. Margaret Sullivan gives an exceptional performance as the cancer victim, and her strength and courage dominate every scene. Brahms' *First Symphony* forms the major musical background and sustains the pace of the emotional scenes. Throughout the film one feels more and more strongly the great need for cancer research. Exceptional direction and excellent acting overbalance the tragedy and sadness of the film. It is too adult in theme for children and youth. Cast: Margaret Sullivan, Wendell Corey, Viveca Lindfors, Natalie Woods.

Adults	14-18	8-14
Exceptional	Mature	No

Side Street—MGM. Direction, Anthony Mann. A brutal, grim story of New York City. This unhappy melodrama tells of the plight of a young postman who yields to temptation and steals \$200, only to find that he has actually stolen \$30,000 and is inextricably involved with gangsters. The film is excellent in its production values, and certainly the man's suffering from the torment of his conscience should provoke sober thought. However, the ethical values are strained by delaying the moral, which is two-sided and needs maturity and experience for clear interpretation. Cast: James Craig, Farley Granger, Paul Kelly, Cathy O'Donnell, Jean Hagen.

Adults	14-18	8-14
Strong fare	Mature	No

Singing Guns—Republic. Direction, R. G. Springsteen. In this western, one finds little story and little of ethical value, though the singing of Vaughan Monroe in his rendition of *Mule Train* and *Singing My Way Back Home* is some compensation. A bandit with a million dollars in gold hidden in the mountains is trailed to his hideout by the sheriff. The bandit shoots him, then turns hero and takes him to the doctor. The doctor, who is also a preacher, tries to reform the bandit. Finally the money is returned to the government by the bandit's girl friend, and the story ends with everyone happy. Cast: Vaughan Monroe, Ella Raines, Walter Brennan, Ward Bond.

Adults	14-18	8-14
Matter of taste	No	No

The Sundowners—Eagle-Lion. Direction, George Templeton. There are a great many cruel, unnecessary killings in this western before the villain is shot down. It is too bad that such a beautiful scenic background and such an expensive production should have been wasted on a brutal, ethically destructive story. It is filmed in color, and the locale is Texas. Cast: Robert Preston, Chill Wills, John Barrymore, Jr., Robert Sterling.

Adults	14-18	8-14
Matter of taste	No	No

Three Came Home—20th Century-Fox. Direction, Jean Negulesco. A significant film, expertly directed and acted. It translates to the screen a novel by Agnes Newton Keith that relates the tortures suffered by men and women in Japanese internment camps. It is a tribute to the courage, ingenuity, and great hearts of those who lived through those experiences and came home. Cast: Claudette Colbert, Patric Knowles, Florence Desmond, Sessue Hayakawa.

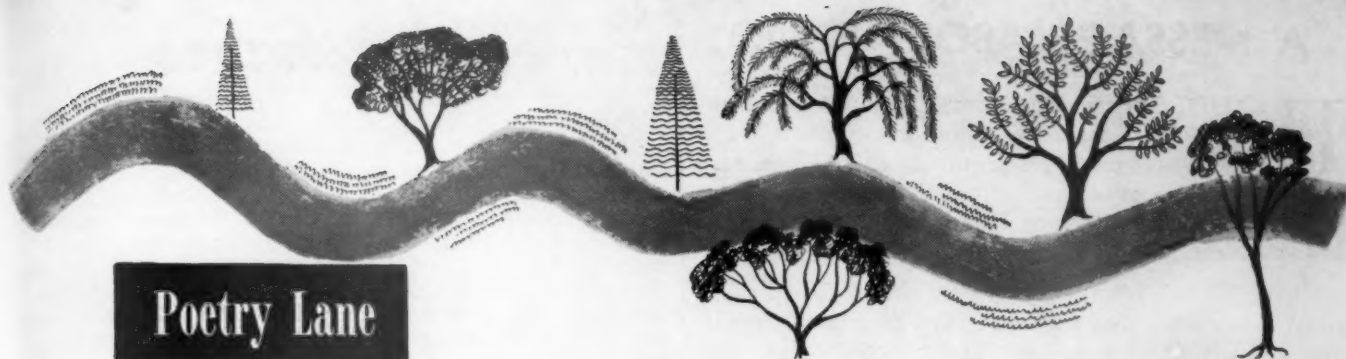
Adults	14-18	8-14
Excellent	Emotional	Too tragic

Traveling Saleswoman—Columbia. Direction, Charles F. Riesner. This mediocre comedy of horse-and-buggy days in the Old West falls short of being amusing. Joan Davis plays the role of a traveling saleswoman in a man's world. In her usual slapstick manner she drinks in a saloon and becomes involved in a feud with cattle rustlers and Indians. Cast: Joan Davis, Andy Devine, Adele Jergens, Joe Sawyer.

Adults	14-18	8-14
Mediocre	Mediocre	No

Western Pacific Agent—Lippert. Direction, Sam Newfield. A story of ruthless murder and robbery in the West as told by one passenger to another on a train. The fact that the criminal is killed in the end does not counteract the bad ethics of a film filled with violence and having no entertainment value. Cast: Kent Taylor, Sheila Ryan, Mickey Knox, Robert Lowery.

Adults	14-18	8-14
No	No	No



Poetry Lane

River Ballet

Sailboats dance the river's tune,
Tiptoe, curtsy, whirl around;
Now a waltz, now rigadoun,
All so elegantly gowned.

Ballerinas pirouette,
Then they kick and make the spray;
When the little sailboats dance,
Peopled shores watch the ballet.

Whose Signature is on this work?
Only a Geographer
Who knows the way of river winds
Could be Choreographer.

—RUTH ADAMS

Cat, Napping

Limpely, lithely the kitten sleeps,
Tail tip twitching with separate life,
A tigress gold on the carpet's moss
Under the arching Duncan Phyfe.

In perilous dreams she catapults,
An avalanche of stripes and claws,
Then opens jungle-startled eyes
And purrs in self-applause.

—PATRICIA M. JORDAN

Summerscape

Occasionally doves as gray as grief
Flap dreamily across the afternoon.
Nothing else stirs. No acrobatic leaf
Tickles the placid countenance of June.
No hummingbird assaults a steaming rose.
No cowbell laughs. Even the crooner brook
Is strangely voiceless. Do you suppose
That he forgot to bring his ballad book?

Perhaps he tossed it to the grinning sun
One afternoon more mischievous than this.
If so, it will be flung back to him one
Much madder yet (the wild antithesis
Of now)—to rend the quietude again:
A rush, a roar, a rhapsody of rain!

—JOHN NIXON, JR.

Wild Strawberries

Here comes June with her tempting gift,
The very essence of Summer.
Of every task let's make short shrift—
Declare a holiday for each corner,
And to the slope of some sunny hill
Take our silvery pails to fill
With such fragrance as never has
Been captured in vials of topaz,
Crystal, or lapis by some Chanel;
And as for *taste*—ambrosia? Well!
The gods upon Olympus knew
No such fusion of flame and dew.

Like Nebuchadrezzar, now—down on your knees
In the grass! Where lately the white stars shone
The red fruit gleams: rich treasures,
And, for the taking, our very own . . .

Provided our self-control prevails,
We shall go home with brimful pails.

—MARION DOYLE

Notation

On trivial things the heart must break.
Not at the storming of a wall,
But at the memory of a word
The ramparts fall.

Not with the conquering of the will,
But at the first unfaithful thought
Deep in the net of circumstance
The heart is caught.

From such slight wounds all hearts must die
At last, and lay them down alone.
So once a giant met defeat
In one small stone.

—ELEANOR ALLETTA CHAFFEE

Pine Seedling

This pine
Now hugs the hill,
But time will raise a spire
To stand and point the way all men
Should look.

—MAURICE HILL

A MESSAGE ABOUT POLIO

HEALTH departments, doctors, hospitals, and chapters of the National Foundation for Infantile Paralysis have made plans for help and medical care if polio should come to your community this year. They have prepared the following list of suggestions for you and your family:

Keep your children with their own friends. Keep them away from people they have not been associated with in close daily living. Many people have polio infection without showing signs of illness. Unknowingly they can pass it on to others.

Try not to get overly tired by work, hard play, or travel. If you already have the polio infection in your body, being very tired may bring on serious polio.

Keep from getting chilled. Don't bathe or swim too long in cold water. If your clothes get wet, take them off at once. Chilling can lessen your body's protection against polio.

Keep clean. Wash your hands carefully before eating and always after using the toilet. Hands may carry polio infection into the body through the mouth. Also keep food clean and covered.

Watch for early signs of sickness. Polio starts in different ways—with headache, sore throat, upset stomach, sore muscles, or fever. People coming down with polio may also feel nervous, cross, or dizzy. They may have trouble in swallowing or breathing. Often they have a stiff neck or back.

If Polio Comes, Act Quickly

CALL your doctor at once. Until he arrives, keep the patient quiet and in bed, away from others. Don't let him know you are worried. Your doctor will tell you what to do. Usually polio patients are cared for in hospitals, but some with light attacks can be cared for at home.

Call your own chapter of the National Foundation for Infantile Paralysis if you need help. (Look up the number in the telephone book or call your health department for the address.) Local chapters are made up of people in your own town or county, banded together to give help to polio patients. Polio is a very expensive disease to treat, but no patient need go without care. You pay what you can afford, and your chapter pays the rest of the cost of care. This help includes payment of hospital bills, nurses, and physical therapists, transportation to and from hospitals or clinics, treatment after the patient leaves the hospital, wheel chairs and braces when needed. Nor is this merely a loan. The American people make such services possible by giving to the March of Dimes.

Remember, there is no quick cure for polio and no way as yet to prevent it. With good care, most people get well, but some must have treatment for a long time.

The more you know about polio, the less you fear it. More than half of all people who get the disease recover completely without any crippling.

—NATIONAL FOUNDATION FOR INFANTILE PARALYSIS

Contributors

From the beginning of his administrative career, as high school principal and superintendent of schools in St. Johns, Michigan, **HEROLD C. HUNT** has repeatedly demonstrated a remarkable talent for grasping and solving major educational problems. In 1947 he became general superintendent of the Chicago Public Schools and quickly justified the great confidence reposed in his ability. An eloquent pleader for the causes he believes in, Dr. Hunt is second vice-president of the National Congress of Parents and Teachers and a former president of the American Association of School Administrators.

GEOLO MCHUGH is assistant professor of psychology at Duke University. As a young man this native of South Carolina worked his way around the world by freighter and came home so impressed with the importance of an education that he made teaching his lifework. At Duke University his course on "Preparation for Parenthood" has won wide acclaim. Dr. McHugh is the author of a number of books for parents, notably *Developing Your Child's Personality*.

For **BONARO W. OVERSTREET**'s many admirers her participation in the recent May convention of the National Congress of Parents and Teachers was one of the program's highlights. The popular essayist, educator, and contributor to this magazine engaged in a stimulating colloquy with her distinguished husband, Harry A. Overstreet, at one of the four conference dinners. Their subject was "Fulfilling Our Human Nature."

Now a Canadian farmer, **RODERICK RONSON** was born in New Zealand and educated in an English preparatory school and the University of British Columbia. He tried life in England, Spain, and Morocco before settling down with his wife and his two children on a small farm in British Columbia. Since the amputation of his leg a year ago, he has devoted his spare time to writing for the Canadian press. This article is his first to appear in an American periodical.

DOROTHY TILDEN SPOERL brings the balanced insight of both minister and psychologist to bear on the problems of personal relationships. Besides being associate professor of psychology at the American International College in Springfield, Massachusetts, she is an ordained minister. As the mother of an eight-year-old, Mrs. Spoerl adds to her professional understanding of children the experience of a practicing parent. She is a frequent contributor to psychological journals.

Since 1932 **LELAND FOSTER WOOD** has been secretary of the Committee on Marriage and the Home, Federal Council of the Churches of Christ in America. Soon after entering the ministry, he worked as a missionary for nine years in the Belgian Congo, returning to this country to become a teacher. He has taught at Bucknell University, the Rochester Theological Seminary, and the Colgate-Rochester Divinity School. Honored wherever his work and his writings are known, Dr. Wood has long been a leading spirit in many national religious and educational groups.

This month's "P.T.A. Frontiers" were prepared by Mrs. Audrey Simpson, Mora Avenue School P.T.A., Las Vegas, New Mexico, and Mrs. J. P. Brandenburg, president, New Mexico Congress; and by Jo Ann Breckenridge, journalism student, and Mrs. H. C. Breckenridge, president, Iowa Congress.

The principal addresses at the 1950 convention of the National Congress of Parents and Teachers will be published in the September and October issues of the *National Parent-Teacher*.

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